

The Modern Language Journal

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A CORRELATION OF AIMS AND METHODS IN MODERN LANGUAGE TEACHING

By A. S. PATTERSON

THE question of what is the best method of teaching the modern languages has been the subject of enthusiastic experiment and spirited discussion for much longer than the twenty-five years that I have been engaged in the work of teaching. Few, if any of us, can recall a time when the cut-and-dried grammar-translation method of the classics was unchallenged. It has long been generally admitted in theory, if not in practice, that grammar should not be considered an end in itself and that the learning of a language has to do with habit formation more than with rules and illustrative examples.

The first efforts at reform were made by enthusiastic inventors of methods which were usually christened with the names of their founders. Such were those of Ollendorff, Gouin, and Berlitz, and the methods of Monsieur Chose, Don Fulano, and Mr. What's-his-name, which are even now being foisted on the teaching profession and the public by enterprising publishing companies, each bearing the name of its discoverer, with or without his portrait as frontispiece. Like proprietary medicines, they may have a good ingredient, but they promise impossible cures. Some of them, such as the Gouin method, exploit one good idea, losing sight of all but one phase of the subject; others, the more recent ones, consist of about ninety-five percent hackneyed matter and five percent of original suggestion.

Sweet and Jespersen have made a scientific and psychological study of the problem. Still more recently, Professor Harold

Palmer, of the University of London, in his books "The Scientific Study and Teaching of Modern Languages," and "The Principles of Language Study," has so correlated the modern ideas of methodology that we can now say that an ideal method is being worked out and formulated, which will not be the product of any one mind, but will be the result of common endeavor, such as marks the progress of all sciences.

The "Mastery of French" is the ambitious title of the latest direct method book. The mastery of a foreign language means the direct linking up with a new form of speech expression every object of our environment and every act of body and mind. We must live the language day by day, in order to master it. This cannot be accomplished in the classroom by any method however ideal, under the conditions which are imposed upon our work.

What these conditions are has been summed up in a recent number of *HISPANIA* by two contributors of a mathematical turn of mind. Mr. Dale, of Washington University, estimates that in a class of twenty students, which meets five times a week for a period of forty minutes, each student actually speaks or reads in the foreign language two minutes each day, and in the course of a year of 180 days, he has actually used the language in the class-room a total of 360 minutes: six whole hours. "Not more time than some children might consume in conversing in their mother tongue between the hours of sunrise and sunset." To be sure, he leaves out of account the possibilities of chorus work and the ear training during the time when the student is not reciting.

Miss Vollmer, of the Junior College, El Paso, estimates that during the scholastic year we have the pupil in a foreign atmosphere created in the classroom 135 hours, or $8\frac{1}{2}$ days of 16 hours, which would be about the length of an active day, were the pupil living in a Spanish home in a Spanish-speaking country.

The problem of method is complicated and often confused by the multiple aims of our work. It is vitally necessary that we correlate our methods with our aims.

The exponents of the direct method have clearly stated the four-fold purpose which they have in view: to develop in the pupil the capacity to speak the language, to understand the spoken language, to read the language with immediate comprehension (that is, without translation), and to write the language in the

expression of his own thoughts. I believe that even if these four aims were all attainable within the time limit and under the circumstances imposed upon us, the result would not be completely satisfying, for we must aim to develop two other capacities equally important with the other four, namely the capacity to translate from the foreign language into English and vice-versa. Confronted thus by six distinct aims, we must plan a compromise and stress most strongly the development of those capacities which the pupil will most probably use in later life, and which are most closely related to the ultimate aim of all his school work, which is to broaden his mental horizon, to give him "*intellectual back-ground*," which is Dr. Frank Crane's definition of culture.

Of the six possible aims, the two that take precedence according to this criterion are the capacity to read the foreign language with direct comprehension and the capacity to translate from the foreign language into English. The other four aims are not, however, to be neglected, and they are all more or less involved in the two which are to have our first consideration.

The desirability of being able to read with immediate comprehension, that is, without audibly or even mentally translating, is self-evident from the simple consideration of economy of time. One can read intelligently and with appreciation of every turn of thought a whole page during the time one takes to translate laboriously half that amount.

To cultivate this capacity, the teacher should from the very start apply the principle of ergonic units. Of course the pupil should not be bewildered by the use of this technical term, but he should be taught early that a word, which he thinks of as a visible something composed of letters, but which really is an audible entity composed of speech-sounds, is not, after all, intrinsically the unit of speech, expressing an idea or unit of thought. While the speech-unit may at times be a single word, it corresponds more often to a group of words which should be learned integrally and recognized as a whole, without conscious analysis. Without foregoing thorough drill in paradigms and inflections, the pupil should deal with complete speech groups rather than with isolated words. In the early stages translation for the sake of testing a pupil's preparation can be reduced to a minimum, and most of the simple reading exercises of the beginner's book should be read

without translation, in order to promote the capacity of direct comprehension.

In order to further our aim of directly associating language with thought, so that the pupil can read French or Spanish without English words coming to the foreground of his consciousness, we must pay more attention to the thought content of grammar exercises, shunning disjointed sentences, which are sometimes as absurd as those "Foolish Questions" of Goldberg's newspaper comics.

No direct association of thought and language can result from requiring a pupil to translate into French or Spanish sentences which he will never have any occasion to say in any language. The seventeenth lesson of a French grammar written by a prominent professor and published by one of the leading companies has the following sentence to be translated: "The lady in whose house we saw what we saw is the sister of the burglar who had all those pretty things." From the twentieth lesson I quote the following: "Have you ever met the man to whom the lion showed himself so merciful? or the mouse that deceived the cat that the naughty children abused? or the family in whose barnyard the fox would prowl, whenever he thought that he would not meet the dog?"

So little attention is often given to the thought content of the foreign text in the elementary grammar exercises that a sentence as foolish as "Is it as warm in summer as it is in the country?" would pass unnoticed by many pupils when read in French or Spanish, if they were not called upon to translate it. We cannot train a pupil to think in the foreign language, unless from the start what he reads expresses a logical trend of thought.

Of course, isolated sentences must be used as illustration of grammatical facts; but they should be sentences that make complete sense when standing alone; and, furthermore, it is a better plan to present a rule inductively, as the explanation of the example, rather than appending the example as an illustration of the rule.

Having assigned the place of first importance to the capacity to read the foreign language with approximately the same immediate understanding with which one reads his native language,—one of the cardinal aims of the direct method,—it may seem inconsis-

tent that I should consider the art of translation into English the second most important aim in our teaching. It is certainly a practical aim, for it is the capacity most likely to find frequent application in the later life of the majority of our pupils.

Translation, as I conceive the term, involves, first, the direct comprehension of each speech-unit as it is read and of the sentence as a whole, and then the expression of the thought as accurately as possible in one's own words. This capacity is directly dependent upon the one of which we have just been speaking. The so-called literal translation, involving the use of English words in an order and relationship that would not be tolerated in other circumstances, is not translation at all. The process consisting of a hasty glance through the sentence in search of its subject, the scouting around for the predicate, the wild scramble to assemble the modifiers, and the fitting in of each grammatical fragment, like the pieces of a picture puzzle, is a common classroom practice; but it is only a travesty of real translation.

Translation requires a higher type of mental activity than any one of the four aspects of the direct method. It demands, first, exactness of comprehension. A pupil having a vague understanding of a passage in the foreign language, may answer with apparent intelligence questions based upon it. In order to translate it, in the real sense of acting as the author's interpreter, he must know precisely and completely what the author has said. The pupil who says "I understand what the sentence means, but I can't translate it" is usually "bluffing." I reply to the pupil: "If you know what the sentence means, just tell it to me, for that, and only that, is what translation is."

Translation affords a training in English which is second only to the prescribed courses in that subject. The active English vocabulary of the average high school and college pupil is lamentably small, and his concepts are vague. By translation he is forced to enlarge his vocabulary and make more definite the symbols of thought. In order that this benefit may be derived, English that is English should be required in all translations, with the same insistence that we demand French that is French and Spanish that is Spanish. Failure to do so may result in positive harm rather than good to the pupil's command of English.

Let us next consider the aim of training the pupil to translate from English into the foreign language, since this capacity is logically connected with that aspect of our work of which we have just been speaking.

The practical utility of this capacity, which is usually called composition, if viewed as an end in itself, is almost exclusively limited to the translation of foreign correspondence, which only an insignificant percent of our pupils will ever be called upon to do. The value of the exercise of translation into the foreign language is, however, two-fold: the discipline in exactness and concentration, which it demands in greater measure than any other of the six aims we have mentioned; and also its value in fixing in the memory the vocabulary, orthography, accidence, and constructions of the language. What one writes out is more indelibly traced on the plastic plates of the memory than what is only seen, heard, or spoken.

The disciplinary value of modern language study is not stressed in the tenets of the direct method, and of course it cannot be adduced as a self-sufficient motive for retaining any subject in the high school curriculum, in these days of utilitarian supremacy; but on the other hand, we cannot hold our rank with science, history and mathematics, if our subject restricts its demands on the pupil's mind to the exercise of his verbal memory.

Exercises in translating from English into French or Spanish should be carefully graded and no excessive demands should be made in the early stages. Especially in the elementary course, all exercises for translation into the foreign language should be based on a text that affords adequate models for vocabulary, construction, and idioms, so as to preclude as far as possible all errors; for an error written by a pupil and perhaps copied on the black-board is not eradicated from his mind by having it pointed out and corrected by the teacher.

Let it be constantly impressed upon the pupil that each sentence that he translates is the rendering of a thought and not the mechanical exchange of words. Let the sentences be natural forms of expression that the pupil may use later in expressing his own ideas rather than artificial, made-to-order sentences, loaded to the muzzle with grammatical complexities.

Idioms are the stumbling blocks that trip the pupil in translating from English into the foreign language, and failure to deal properly with them results in those characteristic errors known as anglicisms. To avoid this type of error the pupil must be taught the fundamental principle that words are not *per se* the units of his own or of the foreign language, and that English words cannot be transmuted into French or Spanish words by any sort of mathematical equivalence and be marshalled into sentences by grammatical rules. Idioms are groups of words which must be memorized integrally and handled *en bloc*. Our pupils fail to realize that the grammatical fabric of the English language is a tissue of idioms with which they are so familiar that they do not recognize them as such. English idioms, as well as those of a foreign language, are like prime numbers: they cannot be factored into smaller units of thought.

My final conclusion in regard to translation both from and into the foreign language is that we should give it a prominent place in our teaching, especially after the first year. In view of the need of making the requirements in modern languages less vague, and in response to the very just criticism that we should definitize our work, we cannot afford to sacrifice the most definite feature of our syllabus.

Having considered the three capacities of reading with direct comprehension, translation from, and translation into the foreign language, let us briefly discuss the other visual aspect of language study, namely, free composition, that is, the capacity to express one's own thoughts directly in the foreign language. Psychologically, free composition is the exact opposite of reading with direct comprehension, just as dictation is the exact opposite of reading aloud.

Free composition is, perhaps, the most exacting test of the mastery of a foreign language. It presupposes a wide vocabulary of speech-units, consisting of words, word-groups, and idioms, directly associated with their concepts, and demands an habitual or sub-conscious familiarity with grammatical forms and constructions.

A beginning of training along this line can have its place early in the course with such simple exercises as composing sentences to use the vocabulary or grammatical constructions of the

lesson, answering questions based on the text, writing résumés of the reading lesson, etc.

Of the six aims which we mentioned at the outset of our paper we have still to treat of the two which have to do with aural and oral aspects of the language, namely the capacity to speak the language, and the capacity to understand it when it is spoken or read aloud.

Let us discuss first the latter aim, as aural impression naturally precedes oral expression. It is a useful accomplishment to be able to understand a lecture given by a distinguished Frenchman or Spaniard visiting in this country. The capacity to understand is the very foundation of any ability to converse. Of what use is it to the traveller to be able to ask when the train leaves, if he cannot understand the reply?

The first impression of the pupil on hearing French or Spanish spoken is that the foreigner speaks very fast. This impression is an aural illusion. The normal rate of speed, is, according to Professor Palmer, about five syllables per second, and is approximately the same in one language as in another. The sense of excessive speed comes from the misdirected effort of the pupil to perceive individually each syllable or each word of what is being said. A second is too short a time for one to perceive and identify each of five successive syllables in any language. Consequently, the pupil must be taught to recognize speech-units or word-groups as undivided entities, not attempting to separate, much less to translate, the words of which they are composed. A little introspection will show the pupil that this is precisely what he does when he hears anything said in his own language.

Apart from the speed of utterance, it is difficult for the ear to perceive the separate words in French because within the group they seem to be glued together by the liaison; and it is equally difficult in Spanish, because of the coalescence of contiguous vowels within the word-group, and because of the lightness with which many of the consonants are pronounced.

While listening to spoken language, analysis must not decompose the constituent speech-units. In other words, in order to understand French or Spanish as spoken by a native, one must swallow the speech-units whole, resisting the impulse to masticate them thoroughly.

A sentence may be viewed, figuratively speaking, as a living organism, the life principle of which is the thought it expresses. A single word apart from its context, or a group of words without thought content, is dead. Dead words and phrases, like dead tissues, can be minutely dissected by the scalpel of etymology and grammar; but living sentences, like living tissues, must not be too minutely dissected, or they will lose that spark of life which is their meaning. The development of this capacity to understand the spoken language is by no means an unattainable aim. It is simply a question of ear-training, dependent, like all habit-controlled faculties, upon oft repeated practice. For this reason we should use the foreign language in the classroom on every pertinent occasion, gradually making it the language of the classroom. By this I do not advise going to the excess of foregoing the use of English in explaining grammatical constructions that are at all difficult of understanding. On the contrary, in teaching the abstract principles of a foreign language, economy of effort demands that we use the language best understood by the pupils.

The classroom phrases of frequent occurrence, the objects of the pupils' immediate environment, and the ordinary directions for the conduct of the recitation should always be expressed in the foreign language, and thus serve as a nucleus for ear-training drill.

In all exercises which aim to develop the pupil's capacity of direct aural comprehension, including the so-called imperative drills, we will best succeed in our aim to "*faire l'oreille*," as the French say, by adopting, even in beginning classes, the normal speed of about five syllables per second. This speed can be conveniently ascertained by listening to the ticking of one's watch, which, if it is not an Ingersoll, ticks just five times per second. If the teacher has the patience necessary for success in our profession, he will on occasion, become a living phonograph equipped with a repeating attachment.

It is a help in cultivating this capacity to have the pupils correct their written exercises from the oral dictation of the teacher, and also to have them translate the reading lesson with their books closed, while the teacher reads fluently one or more word-groups at a time. It goes without saying that the teacher will not call on the pupils in alphabetical order or according to seat arrangement, so that the pupils will be constantly on the alert.

Inasmuch as all home preparation of the lesson necessarily strengthens the visual impressions rather than the aural impressions of speech, it is important that during the recitation hour every favorable handicap should be given to the ear. It would be well indeed if every expression to be learned could first be heard, then spoken, and then seen. This is the natural order of sequence, though it is not always practicable to follow it.

We now come to the consideration of the last of the six aims, the one which is usually mentioned first, namely, the capacity to speak the foreign language.

This capacity, in the sense of being able to express one's thoughts readily and idiomatically on a wide variety of subjects, including the acts of every-day life, is of course unattainable in the classroom. Even if it were made the sole aim, the most gifted and assiduous of our pupils would fall short of accomplishing it in the time allotted. Moreover, if it were attainable, it would not, as an end in itself, be entitled to the first rank among the six aims which we are discussing. It is largely a matter of technique which ninety-nine percent of our pupils would soon lose by disuse after leaving school. No technique can, like the talent of the parable, be laid away in a napkin and be suddenly brought forth on the day of accounting.

The large number of American soldiers who, while in France, learned to speak French so well, according to the widely heralded statement of President Butler, and who, upon their return home, seem to have avoided making the acquaintance of most of us teachers of French, have doubtless already become very rusty in their conversational facility.

The best we can hope for in the direction of teaching our pupils to speak French and Spanish is to help them to acquire a good pronunciation and lay a good foundation on which to build conversational technique when the opportunities of foreign environment and association with native speakers occur.

The attempt to make our pupils to any practical extent bilingual as a result of our instruction is like chasing the end of the rainbow for the pot of gold which we know isn't there. The teacher who advertises to teach one to speak French or Spanish after a limited course of lessons is on a par with the quack doctor; and the book that makes any such claim for the average student

is as fraudulent as a certain Cure for Consumption, which was forced by law to change the label on the bottle.

Having thus decried the capacity to speak the foreign language as an end in itself, I hope I shall not be misunderstood in stating that I favor giving oral work a very prominent place throughout the whole instruction; for it is the most effective means toward furthering the other aims of which we have been speaking. Without oral drill we cannot weave the threads of direct association between the thought and the foreign language. Without this direct association one may appreciate to a certain extent the thought of an author, but one cannot enjoy his style. The reason for reading a beautiful work of literature in the original rather than in translation is that one may thereby enjoy the taste as well as assimilate the nourishment of the intellectual feast.

Oral work is, moreover, a very positive aid in making language impressions permanent. A pupil may retain an expression which he has only seen and heard, that is, of which he has received the passive impressions of sight and hearing; but if he has also written and spoken the expression, it is twice as firmly rooted in the soil of his memory. The motor impulses connected with the act of pronunciation and writing have a reaction upon the memory that is well recognized, even if not well understood.

Mr. Palmer, in his book "The Principles of Language Study," gives most of his attention to the speaking phase of language instruction, so it may be of interest, at this point of our discussion, to present and consider some of his ideas. The principle which he emphasizes most strongly, affirming it at least a half dozen times in his treatise, is that language study is essentially a habit forming process. Mr. Palmer is undoubtedly right, especially as regards the capacity to speak a language. All habits result from repetition, and facility of speaking follows the same law of habit as dexterity in all of our automatic actions, such as walking, swimming, using a typewriter or playing a musical instrument. Each separate movement is at first done with conscious attention. Gradually, as a result of repetition, the conscious attention, which we might fancifully call the chief executive of the mind, hands over to its subordinates the reflex nerve centers, all the minute details of the operation.

Explanation cannot take the place of drill, *drill, drill*, any more than the study of harmony can take the place of practice in the training of a pianist.

Mr. Palmer, in common with the exponents of the direct method, believes in establishing as direct an association as possible between a foreign speech-unit and its meaning. He points out very clearly that there are only four ways of presenting to a pupil the meaning of a foreign expression: (1) By immediate association, as when we point to the object represented by the noun or perform the act represented by the verb whose meaning we wish to convey. (2) By translation, as when we give the pupil the nearest English equivalent. (3) By definition, as when we describe the word by means of other words in the foreign language. (4) By context, as when we make the meaning of the expression clear by embodying it in an appropriate sentence.

The first manner, that of immediate association, is, by common consent, the superior one, within the rather narrow scope of its application; but I agree with Mr. Palmer that, contrary to the principles of the direct method, it is often more direct to teach the meaning of a new speech-unit by translation than by the roundabout and indefinite ways of definition or context.

All language, according to Mr. Palmer, consists either of memorized matter or constructed matter. Everything we say has been either memorized integrally or is built up from units previously memorized by heart. He advocates that in our teaching more matter be placed in the first class. It is just as easy to learn a group of words as a single word and, by so doing, forestall many common errors. If the pupil has been taught the group "*la main*" instead of the single word "*main*," he will never mistake its gender. If he has learned as a speech-unit "*au contraire*," he will not be tempted to say "*à la contraire*" or "*sur le contraire*."

There are certain principles set forth by Mr. Palmer which I do not think have practical application in our work. For instance, he lays considerable stress on the fact that the pupil has two kinds of capacity for learning a language, which he calls the spontaneous and the studial. It is by the former that the child learns his mother tongue, and Mr. Palmer relies a great deal upon it in teaching foreign languages to grown-up pupils. Contrary to the view of Mr. Palmer, I believe that we can count upon little or no spontan-

eous assimilation of modern languages on the part of our pupils. They will absorb and retain little that is not the result of mental effort under the stimulus of the desire to learn.

The mind of a young child may be likened to a sponge, from the readiness with which it absorbs and retains language impressions. The mind of the high school pupil, on the contrary, is as impervious to the foreign language environment of the classroom, as the glossy back of a duck is to water.

Mr. Palmer also advocates an extended period of passive receptivity for beginning pupils. During this stage, which he cleverly calls the incubation period, the pupils are to listen without making any attempt at repeating or self expression. This is impractical in our general scheme of classroom procedure. Immediate reaction on the part of every member of the class is the teacher's key-note of success in teaching language or any other subject. It is essential that the teacher gauge at every step the progress of the pupil, checking up the correctness of impression by the correctness of expression.

I have postponed for final consideration a question which is of vital importance both in speaking and reading a foreign language, namely, the teaching of the art of correct pronunciation. In this discussion I shall limit the term pronunciation to the problems concerned in teaching French and broaden it to include correct articulation of the speech-sounds, word-grouping, stress, and intonation or sentence melody, all of which are essential factors in the correct utterance of every sentence of two or more words.

The only rational way to teach pronunciation to pupils other than small children is by phonetics. The dissenting voices to this statement come for the most part from those teachers who confuse the term phonetics with phonetic transcription. They confuse the science with one piece of apparatus, which many of us find useful, if not absolutely indispensable in teaching the subject.

Professor Sweet defines phonetics in general terms as "the science of speech-sounds, or, from the practical point of view, the art of pronunciation." Professor Palmer particularizes more and says: "Phonetics teaches us how to recognize and how to make the sounds of which language is composed; it teaches us the difference between two or more sounds which resemble each other, and between a given foreign sound and its nearest native equivalent."

Jespersen, speaking of pronunciation as taught by the old method of mere imitation or by assigning inexact English equivalents, says that among other disadvantages it has these two: that we do not understand the natives and that they do not understand us.

The acquiring of a good pronunciation is a difficult task, and nothing is gained by trying to minimize the difficulty by unfounded words of encouragement. In the introduction of a beginners' book, just off the press, I read as follows: "Most French sounds have their equivalents in English sounds which the student is using every day. If then he can be led to see that the appalling *è* is really his own familiar *e* in "egg," that the French *é* has the sound of *a* in "fate," and that most of the consonants have the same sounds in both languages, he will realize that his tongue has no need to learn a new cunning." In another paragraph, describing the sound of French *u*, we are told that certain persons pronounce the French *u* as in the word "constitution."

Now the "cold" facts are that the majority of French sounds are so different from their so-called equivalents in English that a pronunciation based upon English key-words results in a brogue scarcely intelligible to a native Frenchman. Then, too, the general manner of articulation, stress, grouping, and intonation is so distinct from the habits of English that the tongue must veritably learn a new cunning. The facetious tourist who remarked upon his return home that he thought that the French were not very intelligent, because he found that they did not understand their own language, had not learned his pronunciation by phonetics.

Imitation is, of course, the very foundation of all instruction in pronunciation; but mere imitation is not sufficient. The pupil fails to hear correctly the new sound and substitutes for it the nearest equivalent in his own language, being quite unaware of his short-coming. Then, also, his eyes hypnotize his ears, so to speak; that is to say, he thinks he hears what the spelling leads him to expect to hear.

In the study of phonetics, the pupil is taught to recognize the 37 clearly distinguishable speech-sounds of which French is composed. He is given definite physiological directions for forming them properly. He is then taught rhythmic grouping of these

sounds into words and longer units of speech, with constant imitative drill in pitch changes or intonation, which is so essential to intelligible reading or speaking.

A certain *minimum* of technical phonetics may be taught with advantage, as a basis for pronunciation drills. In this I disagree with the statement of Mr. A. W. Aron, in the November, 1922 number of MODERN LANGUAGE JOURNAL, who says that time thus expended is so much love's labor lost. I emphasize the word *minimum*. Technical terms should be used sparingly, and only after their meaning has been made perfectly clear by simple explanation and illustration; but I don't see why a few clearly defined technical terms such as fricative, bi-labial, voiced, etc., should be tabooed in the French and Spanish classroom, as being beyond the capacity of high school pupils. Every other branch of study in the high school makes use of technical terms and involves processes of thought fully as abstract as those required for understanding these elementary principles of phonetics which have application in teaching and learning the pronunciation of a foreign language.

It is true that phonetics involves certain principles which are beyond the capacity of the high school mind. That is not a reason why we should not teach the elementary principles of the subject which have practical application in the art of pronunciation. We do not avoid teaching the fundamental principles of science and mathematics because those subjects involve other principles which are beyond the present grasp of the pupil.

The necessity of injecting some system into the teaching of French pronunciation is obvious to the teacher of college freshmen who have had two or three years of French in the high school. Many of them read aloud so poorly that they could not pass a voters' literacy test, if it were conducted in that language. Their poor pronunciation is so often coexistent with complete ignorance of phonetics that the relation of cause and effect is a natural suggestion.

Native teachers often do not sense the importance of using phonetics in their instruction. Of course they do not need phonetics to perfect and standardize their own pronunciation; but their pupils need such instruction even though they have a perfect model to imitate. It is as natural for a native Frenchman to

pronounce correctly as it is for a fish to swim; but if we want to learn to swim we need to have the movements explained to us in detail. We cannot learn to swim by watching a fish glide through the water.

I shall venture to give a brief syllabus of phonetic theory which, if taught in homeopathic doses, I believe can be assimilated without mental indigestion by any high school pupil having an average I. Q., and will enable him to apply more readily the specific directions of the teacher embraced in the term "practical phonetics," the utility of which is universally recognized.

The first step is to inculcate the underlying idea of the whole phonetic method: that the language is, primarily, not a visible entity, made up of various combinations of twenty-six letters, six of which are known as vowels and twenty known as consonants; but, on the contrary, language is primarily an audible and pronounceable entity, composed of various combinations of units known as speech-sounds, of definite number and distinguishable character. The problems of pronunciation from the phonetic standpoint are not to determine how this or that combination of letters is pronounced; but, rather to determine first of what speech sounds the word is composed, how to form them, and then to observe how those speech-sounds are represented in the ordinary spelling.

Just as the pupil applies the principle of classification in all of his other high school subjects, he should be taught to classify the speech sounds. There are thirty-seven, speaking with due disregard of minute distinctions. Sixteen are musical sounds originating in the vibration of the vocal chords, the breath passing freely through the mouth or mouth and nose. Being free from any noise-producing obstruction within the mouth, they are called vowels, each of which has a characteristic resonance due to the different positions taken by the tongue, its lips and the soft palate. On the basis of the cooperation of these three organs the vowels are classified into their four series. By the use of the vowel triangle diagram the pupil can be made to understand the meaning of open and closed, front and back, without unduly taxing any of the two billion brain cells which every average pupil is supposed to possess. It is a good practical exercise in pronunciation to repeat the sixteen vowels in their classified order, the four nasal vowels and all but

three of the others being in themselves French words of more or less common use.

The twenty-one speech sounds known as consonants differ from the vowels in that they are noises produced within the mouth by some obstruction of the exhaled breath, either with or without the accompaniment of the vibration of the vocal chords. Those produced with that accompaniment combine both music and noise, and are called voiced consonants; those produced without it are mere noise and are called voiceless consonants. The consonants are further classified as to the degree and manner of breath obstruction into stops, fricatives, nasals, etc.; and as to the organs producing the obstruction into bi-labials, labio-dentals, dentals, etc.

Such is the syllabus of phonetic theory which I propose. The pupil is not supposed to take it all in at once like a boa constructor swallowing its victim. It can be presented to him a fact at a time, at first completely divested of technical verbiage and concretely illustrated in an interesting manner. It does not constitute a lot of useless mental baggage; for if the pupil understand these fundamental principles of speech-sound production he does not have to grope in the dark in his efforts to imitate the correct pronunciation of the teacher. If he makes a mistake in pronunciation he can be told specifically what is the matter with it and can intelligently apply the necessary corrective measures. As for the question of using phonetic symbols in teaching French pronunciation, I have only time to state my conviction. We would not be unanimous after a long debate. In common with the leading teachers in this country and Europe, I believe in their practical efficacy. If I had time, I would quote arguments from such eminent authorities as Sweet, Jespersen, and Palmer, that would be more convincing than any I could frame.

It has often been said by opponents of the phonetic system that an ability to transcribe French into phonetic symbols does not always imply ability to pronounce well. That is quite true, for often teachers make the mistake of teaching the symbols as an end in themselves without properly subordinating them as a means toward an end.

The symbols serve to focus the attention upon a given sound while the process of its formation is being explained and the pupil is trying to make his pronunciation of it conform to that of

his teacher. The aural impression is thus strengthened by a visual impression associated with it, the eye and the ear cooperating in the process of memory retention.

Their use at the start saves much time and effort that otherwise must be spent in learning many complicated and exception-laden rules of pronunciation in the early lessons.

The chief value of the symbols is in indicating definitely the pronunciation of words. They have the same practical utility as the diacritical marks in an English dictionary. Without them the pupil is helpless if he comes upon a new word in the absence of his teacher, for French orthography is only a poor indication of how French was pronounced many centuries ago.

While the use of the symbols is not an indispensable adjunct of phonetics, it is especially valuable as a scale for measuring, in written examinations, the pupil's attainment in pronunciation. While our instruction is being more or less justly criticized for its lack of definiteness and standardization of requirements, we cannot afford to reject the one feature of our teaching which is as definite as a yard-stick.

In dwelling so long on the subject of pronunciation, I have myself violated a principle with which I meant to conclude my paper. It is the principle of proportion.

In these days of reform and counter-reform in methods of teaching, we must not lose our sense of proportion and neglect or overemphasize any one of the six aims of our work. Speaking, understanding by ear, reading, and writing—the four aspects of the direct method may be visualized as a parallelogram. Let us add two sides to the figure, representing translation from and into the foreign language, and visualize our purpose as a hexagon, bounded by the six capacities which we are aiming to develop in harmonious co-ordination. Or, abruptly changing the figure, we may say that our subject, whether it be French, Spanish or German, is a treasure-house of half a dozen rooms, the doors of which can be opened by one master-key, the six indentations of which I have roughly outlined.

That the pupil may forge for himself that master key, may well be the ideal of our accomplishment.

Syracuse University

COLLEGE CREDIT AND SUMMER SCHOOL WORK ABROAD

By LILIAN L. STROEBE

OUR students are realizing more every year that the summer months should be used for some kind of work, and fortunately we find very few among them who are willing to spend the entire summer in just having a good time. Some students go into social work, thus gaining valuable experience, others take business positions and by doing so earn a considerable amount of money, but there are still a large number of well-to-do students who would like very much to spend the summer in travel and study abroad in a foreign university if the colleges and universities were willing to help them and direct their work in a way that would enable them to receive college credit for the work on their return. It is certainly one of the duties of a college to encourage students to spend their summers in a useful way, and a well planned journey abroad and serious work in some educational institution in a foreign country is one of the most broadening influences a young student can experience. Of course nobody is prevented from doing such work now during the summer, but if the colleges and universities would recognize officially such work by giving credit, it would certainly stimulate the students to attend the summer schools in France, Germany, Italy and Spain. Such extra credit would enable them to graduate in less than four years, or, what is much more important, would give them leisure to spend more time on advanced work in their major studies during their last years in college. College authorities, however, feel that they cannot give credit for work done abroad as there is no means of knowing definitely how much a student has worked and what he has gained and the authorities are certainly right about this. However, if the work abroad is done under the personal direction and supervision of well qualified members of the departments concerned, there could be no objection against giving a certain amount of credit. There is no reason why colleges and universities should not

themselves conduct such schools in Europe, in connection with schools already established and excellent beginnings have been made in this direction. The colleges might also conduct regular summer school trips to these foreign countries and if the journey is well planned and preceded by serious study of the social, educational and artistic conditions of the country visited, the students might well receive some credit for that as well. Such a French summer school trip might work out in practice as follows: A unit of perhaps fifteen students will leave America for France immediately after Commencement, accompanied by a member of the French department as director of the tour. On arriving in France they will probably have two weeks before the opening of the summer session. These two weeks will be spent in travelling and sight seeing. Then the students will go to Grenoble, or some other place which has been carefully chosen by the department, where they will attend the summer session. The director will take them there, and stay with them, which is by far the best way, but if that is impossible he might stay a few days, see that they are properly housed, arrange for supplementary private lessons, suggest some week-end trips for them, etc. Then the director could leave the students there and have a vacation of four or five weeks to be spent according to his or her inclination. Toward the end of the session he would return to Grenoble, investigate carefully how much the students have accomplished and give them a written or oral examination on the work done there. Before returning to America there would be another two or three weeks which again will be spent in travelling and sight seeing under the guidance of the director.

It is not very difficult to arrange and supervise the work of a summer abroad in such a way that the amount of work will be equivalent to a two or three hour course extending through the whole year.

Students who wish to go abroad and work and travel there and receive college credit for it, ought in every case to do a certain amount of prerequisite reading, if possible, in the foreign language. This reading should deal with the geography of the foreign country, geography taken in the widest sense of the word. It should deal particularly with the cities they are going to see and should give them an understanding of these places from the point of view of

historical development, art, architecture, civic life, educational institutions, etc. That such reading can be made a very serious study I have shown in detail in a paper called "The Real Knowledge of a Foreign Country," *MODERN LANGUAGE JOURNAL*—March, April, May 1920, and October, November 1921. The work in that article is planned for teachers of French, German and Spanish, but it could easily be simplified and adapted to the needs of undergraduates. Before leaving this country the students would have to hand in to the director an abstract of what they have read and they would pass an oral examination on the subject.

Now for the work at the summer school.

We all know that work done by young students in a foreign summer school is very likely to be unsatisfactory and ineffective and the reasons for this fact are equally divided between the management of the summer school and the students themselves. Five years' experience as director of a summer school for modern languages has taught me that in order to reach satisfactory results within six short weeks the work has to be planned very carefully and that students must have a great deal of individual supervision and help. Most of us know that there are quite a few criticisms to be made of the management of the summer courses in France, Germany, Italy and Spain and only mature and experienced people usually get much benefit from them. The courses in the foreign summer schools in all countries are for the most part lecture courses, delivered before a large number of students of different nationalities with different educational attainments, to whom the foreign language offers different kinds of difficulties. Usually there is no co-ordination and supervision of work and students receive little or no individual attention unless they make a special effort to get it. The instructors and lecturers, as a rule, have very little knowledge of conditions in the United States, and very frequently they do not understand the special needs of our American college students. Usually the American and other students live together in a dormitory or in a large boarding house, which is a very unsatisfactory way of living if one wishes to hear the foreign language well spoken. But it is very hard for a young and inexperienced American to find a family or a small boarding house where only one or two foreigners are received, where the foreign language is spoken, free from dialect and free from local

peculiarities, and where intelligent help in the acquisition of the language can be expected. But all these difficulties could be overcome if a member of the faculty of the department concerned should be on the spot as director of the unit, ready to help and ready to supervise and co-ordinate the work of the students.

The work offered at the summer school should always be supplemented by private lessons, suited to the need of each individual student. Merely listening to lectures is of little value, and a daily private lesson in conversation and pronunciation will be necessary. For that purpose the best private teachers are needed who are accustomed to American students and it would be the task of the American director to find such teachers, if they are not already there, and to induce them to come from other cities for the six weeks of the summer session. If a teacher is assured of five or six private lessons a day at a good price it would not be difficult to induce him or her to come, particularly as this might develop into permanent, pleasant and well paid summer work. The training in pronunciation again is a subject entirely by itself and usually actors or teachers in schools for actors are the best trained people for that purpose. Most theatres are not in session in summer and it is not difficult to find such teachers if the university does not supply them. Another important task of the director will be to find private families where students will be well taken care of and where they can expect a reasonable amount of help and correction in the use of the foreign language.

According to my idea only students who have already a certain amount of knowledge of the foreign language will profit by such work; it is decidedly not for beginners. Needless to say, such study in a foreign country is not only for students specializing in modern foreign languages, but it is just as valuable for students of history, economics, art, science and other subjects.

The amount of credit given will, of course, vary with the different students, but it seems to me that six hours should be the maximum.

If during the six weeks of the summer school the students have four lectures or lessons on each of the five days of the week, they will have attended one hundred and twenty hours. The prerequisite reading which has to be done before the student leaves America will take up some time and I think one hundred

and twenty classroom hours with preparation during the summer session and the travelling with the prerequisite reading might be considered an equivalent to ninety hours college work which would entitle a student to six hours credit.

There is no need for the colleges to take any financial responsibility for such a summer school. There will always be individual members of the modern language departments who are sufficiently enterprising to undertake such work, and they, as a rule, will find a travelling agency of great help. Some of these agencies of excellent reputation are very willing to establish permanent relations with the colleges for travel and study abroad; they can quote definite prices for the whole trip and they are willing to pay the director, who would personally conduct the trip, all travelling expenses, and a salary or a commission on each student. Naturally the students will have to pay for the director's time and work, whether directly or through the travelling agency, and the director should not be asked to undertake this work without the definite assurance of a decent remuneration. The tuition fees of the summer schools are clearly stated in their circulars which usually come out soon after Christmas. The expenses for board and lodging during the summer session, also the expense for the necessary private lessons and trips would vary with the individual student, but they could be stated approximately, so the students would know about how expensive the whole summer would be.

The director who conducts such a travelling summer school will have a responsible position and the work should not be left to a young and inexperienced instructor. The knowledge of the language and of the country alone is not sufficient to guarantee success. It needs a person of executive and administrative skill to get the right kind of teachers together and to find the right kind of accommodations for the students. It also takes considerable time to find out which summer schools in France, Germany, Italy or Spain are best for such purposes. Other conditions being equal, a small summer school is better than a large one, as a large group of foreigners immediately robs a place of its national atmosphere. From a financial point of view it may seem more desirable to take a larger group of students, but certainly a large group is no advantage in travelling or studying, and the development of this movement should be toward many small schools and not toward one large centralized summer school.

There is no doubt that college students are very much interested in study abroad and if they are informed about the possibilities early in their course they will make their plans accordingly. A statement might be printed in the catalogue, as for instance: "Work in modern foreign languages and literature done during the summer vacations in summer schools abroad will receive credits if supervised and approved by the departments concerned. Travel in foreign countries, if in connection with such summer school work and if prepared for and accompanied by some definite reading and study, may also receive some credit in the modern language departments concerned."

The value of the proposed work for the college must depend on careful planning and co-ordination, and should represent a definite standard of achievement and it should, therefore, be under the charge of a committee consisting of representatives of all the modern foreign language departments, which should approve all plans for foreign study and should determine the credit to be given to each.

Vassar College

THE PRESENT STATE OF GERMAN INSTRUCTION IN THE SECONDARY SCHOOLS OF THE EASTERN STATES¹

By J. PRESTON HOSKINS

THE professors and teachers of German who were in Baltimore in December 1921 will recall that the Committee presented a report at that time, the gist of which was subsequently printed in the April (1922) number of the *MODERN LANGUAGE JOURNAL*. That first report was based upon surveys made in New England and New York State by Professors C. W. Eastman of Amherst and Morton C. Stewart of Union College, supplemented by a circularization of school superintendents in about 30 of the principal cities of New York, New Jersey and Pennsylvania. In other words it included practically all places with a population of 30,000 or over, located in the territory usually embraced by the Eastern Division of the Modern Language Association and showed that while the status of the German language had suffered very severely as a consequence of the World War, nevertheless in no state of the East had the teaching of that language died out entirely and in almost all of them signs of a revival were plainly visible.

After the presentation of the Baltimore report, the Committee continued its activities along several lines. During the following spring a complete survey of all places in New York State and New England with a population of 20,000 or over was made. Literature and a circular letter were sent directly to school superintendents in all places in New Jersey and Pennsylvania with a population of 10,000 and over—a total of over 100 cities and towns in all—and another appeal was made to school superintendents in New York and New England, in which, as the survey showed, any official ban rested upon the teaching of German or

¹ From the Second Annual Report of the Committee appointed to work for the resumption of German Instruction in our Secondary Schools presented at Philadelphia, December 29, 1922.

in which German classes had been discontinued for lack of students taking that language. At the same time the Committee endeavored to stir up teachers in various places to use their good offices in behalf of the reinstatement of German in school courses of study. Professor Eastman addressed some of the high schools in his vicinity on the importance of the German language in any modern scheme of education. Professor Fife of Columbia and your Chairman spoke before the New York City Association of High School Teachers of German receiving due notice for their efforts in some of the New York newspapers and your Chairman made it his business to interview a few of the school authorities as well as some other citizens of influence in Trenton and Philadelphia with a view to creating interest in the restoration of the German language in the schools of those places. In these different ways your Committee endeavored to reach all places with a population of 10,000 and upwards, at least once, and in larger places it succeeded in lodging its appeal two, three and even four times.

To ascertain the results of its efforts the Committee made another survey last October and November of all places in its territory with a population of 20,000 and upwards—about 140 in all. In addition it sent letters to ten of our leading preparatory schools located in the New England and Middle States. The request for statistics of enrollment for the last three years in French, German and Spanish was accompanied by another circular letter which aimed to put the progress made by the German language this year as forcibly as possible before school superintendents and principals. To date answers have been received from 110 of the 150 places circularized. In presenting this report the Committee is, therefore, fully aware of its partial or fractional character. It is not the mere fact that about 40 places failed to respond at all, although our request was accompanied by a stamped and addressed envelope, but in not a few instances the request for statistics for the last three years were, for one reason or another, only partially complied with. The results recorded here, particularly in regard to the enrollment at the present time in French and Spanish, should, therefore, not be interpreted as complete and exhaustive surveys, but rather as sets of figures showing the drift of modern language enrollment in the respective localities at the present time.

Beginning with the eight cities located in our territory with a population of 400,000 or over, we found in December 1921 that the official ban still rested on German in only one of them, Philadelphia. But German classes were, at that time, actually going on in only five out of the eight. I am now glad to say that German is now being taught in some high schools in every one of these eight. In other words, since our last report, classes in German have been started in the schools of Pittsburgh, Baltimore and Philadelphia. The remaining five cities, with one exception, all show gains in their German enrollment.

In the city of Boston, where the teaching of German was never discontinued either during or after the war, the enrollment this fall, according to a table of statistics compiled by Mr. Joel Hatheway, is 1176 in 8 high schools compared with 976 in 7 high schools last year. This represents an increase of 200 in the total German enrollment or a gain of 20% in one year. But there are still 6 high schools in Boston where German is not being taught. Compared with other cities, however, Boston still has the best record, for the German enrollment of 1176 in 8 high schools this year compares very favorably with the total enrollment of 1623 in 10 of the 15 high schools reported for the year 1913-1914. In other words the total German enrollment in the schools of Boston is now approximately 72.5% of what it was before the war.

In this connection, too, it might be mentioned that at Harvard University this year there is a total enrollment of 1165 in German, only 20 less than the largest that institution ever had. While two-thirds of this number are enrolled in elementary courses, yet Harvard's steady insistence on a knowledge of German for graduation is bound ere long to react favorably on the high-schools of Boston from which about 45% of the enrollment in Harvard College is drawn, as well as upon the New England private preparatory schools. On the whole Boston seems to have the best chance of getting back to a state of normality so far as the enrollment in German is concerned.

In New York City German classes were started in February 1921 in 9 high-schools with a total enrollment of 869. That number rose the following September to 1586 in 11 high-schools, and to 2752 in 13 high-schools the second term of last year. This September, German classes were started in 5 additional high-

schools and the total enrollment is now 3639. While these increases mark steady progress and the gain in enrollment over the second term of last year is approximately 30%, nevertheless there are still 10 high-schools in greater New York where no German is yet being taught and the total enrollment of 3639 at the present time is only a small fraction—a little over 15%—of the 23,898 pupils who were enrolled in German classes in the year 1916-1917.

In Buffalo the teaching of German was never discontinued. Last year there was a total German enrollment in 5 high-schools of 636 compared with 503 the year before. This year for some cause not accounted for there is a slight falling off in the German enrollment to 602 while the enrollment in Spanish has risen from 431 in 1920-21 to 833 this year. Buffalo is evidently one of our larger cities where the Spanish enrollment has not yet reached its peak.

In Newark N. J. German classes were started in all 4 high-schools in September 1921 with a total enrollment of 145. The following February there was an increase of 193 new pupils making the total 338. This fall the total has risen to 550 representing a gain of 65% over last term and a gain of 280% in one year. While this percentage is a very large one, yet it must be borne in mind that this total of 550 would doubtless prove to be only a mere fraction of the pre-war German enrollment if figures for comparison were available.

In Philadelphia German was officially reinstated by the Board of Education on March 15, 1922. In September over 700 pupils in the senior and junior high-schools began the study of German and very many more who could not be accommodated wanted to take that language. The Board of Education has, however, given due notice to the public that ample provision would be made in February for all who wish to study the language.

In Pittsburgh the teaching of German was never officially prohibited but that study gradually died a natural death. In February 1922, thanks to the efforts of Professor Raschen of the University of Pittsburgh, the study was revived in the Schenley High School by a class of 61. This year one other school has reintroduced the subject and the total enrollment is now 89. Pittsburgh, it should be recalled, lies west of the Alleghenies, a

section in which hostility to things German is dying out much more slowly than in the East.

In Baltimore, thanks to the efforts of President Goodnow of Johns Hopkins University, the ban on the teaching of German was lifted almost a year ago. But it was not until last September that classes in German were started in 3 high schools with a total enrollment of 85. The Baltimore papers observed that German went out like a lion and came in like a lamb.

While German was reinstated as an authorized study, in the schools of Washington D.C. by act of Congress as early as May 1919, the establishment of classes seems to have followed very slowly. According to figures obtained after much delay last fall, there was an enrollment of 115 in 9 high schools last year, a figure which has fallen to 99 this year. But as this decrease is accompanied by similar ones in French and Spanish it may be due to the fact that the figures this year are for the first term only. In any case it is safe to assume that, German as yet, is making but slow headway in the national capital.

Any attempt to compare on a statistical basis the status of German in these eight cities with its pre-war enrollment is not possible as accurate statistics of pre-war enrollment are available only in the case of Boston and New York. In the former city the present German enrollment is about 72% of that of 1913-14; in the latter it is only 15%. Needless to add the last named percentage is nearer to the average for all eight cities than the former.

As we have complete figures for the enrollment in French, German and Spanish during the last two years for four of these 8 cities: New York, Buffalo, Pittsburgh and Washington, it may be of interest to note in passing that the Spanish enrollment in New York City has fallen off from 32,228 last to 30,332 this year, a loss of 1892 while French has risen from 23,500 last year to 25,011 this, a gain of 1411. But New York City presents the anomaly that about 5000 more students are still taking Spanish than French. Last year 10,000 more were enrolled in Spanish than in French.

Washington is the only other city reported in which the Spanish enrollment approximates that of French. Last year 3532 students in 9 high schools were enrolled in French compared with

2903 in Spanish. This year the figures have sunk to 3311 and 2811 respectively; the Spanish enrollment being about 82% or 83% of the French for the two years under consideration.

In the other two cities the ratio between the French and Spanish enrollment is much smaller. In Pittsburgh 2375 pupils took French last year and 1015 or almost 42% of it, Spanish; this year the figures are 2153 and 963, the Spanish enrollment being almost 45% of that of the French. In Buffalo last year the French enrollment was 1800 and the Spanish 730, or 40% of it, compared with 2153 in French and 833, or 38.5% of the French, in Spanish this year. In three of these eight cities, therefore, Spanish seems to have reached its maximum and is already on the decline; in the fourth, Buffalo, the Spanish enrollment is still gaining at the rate of 14% over last year, while French shows a gain of 23%. However, compared with the year 1920-1921 when Spanish gained 70% and French 40% over the previous year, both Spanish and French show a decline. In the absence of actual figures how far these four cities are typical for the whole group, it is not possible to say but that Spanish has not reached its peak everywhere will appear presently from the consideration of a second group of cities.

In addition to the eight cities of first class importance just mentioned there are in the territory under consideration some 22 cities with a population between 100,000 and 300,000. Last year German was being taught in all but eight of these cities: New Bedford, Mass., Yonkers, N. Y., Jersey City, Paterson, Trenton and Camden, N. J., Reading, Pa., and Wilmington, Del. As a German class of 76 was started in the Trenton High School last September there are still 7 cities with a population of 100,000 or over in the East in which German is not yet being taught and I regret to say that three of them are located in the state of New Jersey and in all three the official ban still rests on the teaching of German, as it does still in Wilmington, Del., and Reading, Pa. In New Bedford, Mass., and Yonkers, N. Y., no official ban exists but the demand for German does not yet seem to have become insistent enough to warrant the resumption of classes. In Paterson, N. J., as doubtless most of you have read, the local Chapter of the Ku Klux Klan has come out openly against the reinstatement of German and it is possible that this

organization with its silly pretensions and clandestine methods may be at work elsewhere.

From 13 of the 15 places in which German is still being taught, we have statistics of the German enrollment for the last two years. This year there is a total of 1234 students taking German in the schools of these 13 cities compared with 1065 last, a gain of about 15% in one year.

From 9 of these places: Worcester, New Bedford, Fall River, Lowell, Lynn, Mass., Providence, R. I., Albany and Yonkers, N. Y. and Scranton, Pa., we have also complete statistics for French, German and Spanish during the last three years. In one of these places, New Bedford, the teaching of Spanish has been discontinued but classes in German have not yet been resumed.

In these 9 places the total French enrollment for the three years: 1920-21, 1921-22, 1922-23 has been respectively, 7079, 7804 and 7845; that of Spanish, 2119, 2342 and 3355. While French has gained 766 or over 10.5% in two years Spanish has gained 1236 in enrollment or over 58% during the same period. At the present time Spanish has an enrollment of 43% of that of French and seems to be on the increase.

In these same 9 places the German enrollment was 387 in 1920-21, 558 in 1921-22 and 719 in 1922-23, a gain of 332 or over 85% in two years. But in 3 of these places, Fall River, Lowell and Lynn, Mass., there has been an actual loss in the German enrollment. In two of the cities, New Bedford, Mass., and Yonkers, N. Y., no German has been taught during the last two years so that all the gains in German have been confined to Worcester, Mass., Providence, R. I., Albany, N. Y., and Scranton, Pa., and its total enrollment at present of 719 is only 9% of that of the French compared with 43% for Spanish in these same 9 cities.

From these figures it seems legitimate to infer that Spanish has not reached its maximum in, at least, 9 cities with a population of 100,000 to 300,000. German is making headway in only 4 of them, in 3 it seems to be on the decline and in 2 it is not yet taught at all. As we have no pre-war figures for the enrollment in German in any of these 9 places it is not possible to say how the present enrollment of 719 compares with the enrollment, say

in 1913-14, but in any case it is not likely to be more than 15 or 20 percent of that number.

Let us turn now to a consideration of the several states. In Maine Professor R. R. Drummond of the State University made a study of the situation last summer, and could detect no important changes from the year before. Like some other New England states Maine has a comparatively large admixture of French Canadians in its population and German has never been a popular study in the schools. The teaching of German has never been discontinued in the schools of the chief city, Portland, though no large increase in the enrollment has been reported. In the city of Auburn, German is likewise being taught to good sized classes, but just across the river in Lewiston there has, as yet, arisen no demand for German and money for school purposes is so scarce that the authorities do not feel justified in offering the subject. The same situation seems to exist in Bangor, Waterville and Biddeford where the subject was dropped from the high school course of study because of the lack of pupils. Nowhere are the authorities opposed to the teaching of German and classes can be resumed as soon as there is a sufficient demand. Professor Drummond furnishes no statistics of enrollment so that no comparisons can be drawn.

From Vermont no report has been received this fall. Last May, according to Professor F. D. Carpenter of Burlington, there were no signs of any change in public opinion in its relation to the German language. At that time German was still being taught in the high school of one town, that of St. Albans.

In New Hampshire, another state made up like Maine and Vermont, chiefly of small towns and rural communities, German was nowhere put under the official ban. In 1914-15 German was being taught in 40 schools throughout the state to a total of 753 pupils. In 1920-21 this number had sunk to 111 pupils in 8 schools. Since that time we find the rather peculiar situation in which the number of schools where German is being taught is decreasing while the number of students taking German shows a steady increase. Last year reports from 4 towns, Manchester, Portsmouth, Nashua and Dover, showed a total German enrollment of 129. This year, according to the report furnished by Professor A. K. Hardy of Dartmouth, the number of schools in

which German is still being taught has been reduced to three while the total enrollment has risen to 169. New Hampshire has, therefore, at the present time something over 22% of the German enrollment it had in 1913-1914. This percentage seems to be slightly above the average for the New England states.

Circular letters were sent this fall to 6 places in Rhode Island and replies of some sort were received from all six. In Providence German classes were started in 1920-21 with an enrollment of 47. Last year it rose to 150 and this year it totals 163. In addition to this the teaching of German was resumed last September in the city of Pawtucket with an enrollment of 24, while in Newport German continues to hold its own with an enrollment of 22 this year, compared with 15 last.

Complete statistics for French, German and Spanish were furnished for the last two years by two cities only. In Providence the French enrollment reached its maximum 1459 last year. This year it has dropped to 1310 about the same figure as in 1920-21. Spanish on the other hand shows a steady gain: 434 in 1920-21, 473 in 1921-22 and 514 this year. Providence is one of the cities with a population of over 200,000 where Spanish does not seem to have yet reached its maximum. While French has practically stood still for the last two years, Spanish has made a gain of 75 or 17% and its enrollment is now over 39% of that of French while German is only a little over 12%. In Pawtucket also the French enrollment has decreased from 510 last year to 489 this, while Spanish has registered a small gain from 77 to 82.

The total increase in the German enrollment in Rhode Island from 166 last year to 209 this year represents a gain of 43 or about 26%, a figure which compares favorably with the 32% gain in New Hampshire. To date the teaching of German has not been resumed in Woonsocket, Cranston and Central Falls, though no official ban rests upon the teaching of the language in any of these places.

In Massachusetts the city of Boston has already been considered. In addition circular letters were sent to some 30 places, about 22 of which have sent in replies. Although the total enrollment in these 22 places is still small yet it shows a steady increase during the past three years: 794 in 1920-21, 887 in 1921-22 and

1142, a gain of 255 or 28.7%, this year. These gains have, however, not been uniform. In Fall River, Lowell, and Cambridge there has been a falling off in the German enrollment while in Malden, Quincy and Northampton the teaching of German seems to have ceased for lack of pupils this year. North Adams is the one place reported in which the teaching of German was resumed with an enrollment of 25. However our figures are somewhat incomplete as no answers were received from Springfield, Chelsea, Pittsfield, Brookline, Chicopee and Beverley. Last year there was no German class in Pittsfield, and Taunton was the only place in the state in which the teaching of German had been put under the ban. Everywhere else small classes in German were still being taught.

A comparison of the enrollment in French, German and Spanish during the last three years in these 22 places seems to point to the fact that Spanish as well as French have about reached their maximum enrollment in Massachusetts. In 1920-21 there was a total of 11484 enrolled in French; in 1921-22 this number rose to 12696 but this year it is only 12709, practically the same as last year. For the same years the enrollment in Spanish is 2565, 3326 and 3352. Spanish does not seem to have made as much headway as elsewhere in the East for its total enrollment is less than one-fourth that of French and only about three times that of German at the present time. Besides this there are five places in Massachusetts: New Bedford, Malden, North Adams, Taunton and Northampton, where Spanish is not taught, while in Lawrence, Quincy, Fitchburg and Waltham the number taking Spanish this year is smaller than last. With French and Spanish at their maximum and German gaining at the rate of 28% annually it would seem that Massachusetts—so far as these 22 places are typical of the whole state—is at the turning point and from now on we may look for a gradual return to pre-war conditions. Except for the city of Boston we have no pre-war figures with which to compare the present German enrollment, but it is probably about 20 to 25% of what it was in 1914.

For our survey of Connecticut we are indebted to Professor Carl F. Schreiber of Yale University. Fourteen places were circularized and 13 replies were received. The teaching of German

was resumed in one place last September, Meriden, with an enrollment of 87. In the other 8 places in which German was being taught, all except New Britain and Middletown show an increased enrollment. The total enrollment for this year 703, represents a gain of 180 or over 34% over last year when the total enrollment reached 523. In Norwich, Bristol and New London the ban still exists. Thus German with a growing enrollment is being taught in 8 out of the 14 places with a population of 20,000 or over. The three largest cities, New Haven, Hartford and Bridgeport all show substantial gains over last year. Statistics in regard to the enrollment in French and Spanish were not available and we have no pre-war figures with which to compare the relative status of German in 1914 and 1922.

In New York State the German language situation seems to have changed less during the year just passed than almost anywhere else in the East. Some 26 places were canvassed by the Committee but replies were received from only 18, and among the missing were returns from Syracuse, Rochester and Newburgh, places where we know German classes were going on last year. Excluding New York City and Buffalo which have been previously considered we have returns from 3 places: Albany, Schenectady, and Binghamton where German has been taught for the last two or three years. These three places show a total enrollment of 200 in German this year compared with 102 last year, a very large gain, almost one hundred percent. But this gain can in no sense be considered general for there are too many large places in New York State such as Yonkers, Utica, Niagara Falls, Elmira, Mount Vernon, Jamestown, Auburn, Poughkeepsie, Amsterdam, Watertown, Rome, Oswego, Lockport and White Plains where no German as yet is being taught and in several of these places such as Utica, Niagara Falls, Amsterdam, Mt. Vernon and Gloversville the official ban on the teaching of German has not yet been removed. As no new places in New York state, so far as we can ascertain, have this year resumed the teaching of German the outlook for that language throughout the state at the present writing does not seem to be very bright.

For some 12 places: Albany, Yonkers, Schenectady, Binghamton, Mt. Vernon, Jamestown, Auburn, Amsterdam, Watertown, Kingston, Rome and White Plains, we have figures for the

French and Spanish enrollment during the last three years. For these 12 places the total French enrollment is 3937 for 1920-1921, 4215 for 1921-22 and 3981 this year, showing that French apparently reached its maximum last year. On the other hand Spanish seems to be still on the increase as the enrollment 1681, 1916 and 2269 for the same three years seems to indicate. Recalling the fact that the Spanish enrollment in Buffalo has not yet reached its maximum, we may look for a growth of the Spanish enrollment in New York State for some time to come in spite of the fact that a few places such as Amsterdam, Watertown and Rome have not yet introduced that language into their high schools. For all places in the state for which we have returns, New York City excluded, the Spanish enrollment is now about 50% of that of the French while the German is at present only about 13% of the French.

In New Jersey the outlook seems to be a shade better in spite of the efforts of the Ku Klux Klan if that organization really exerts much influence which I am very much inclined to doubt. Circular letters were sent out to 21 places and replies were received from 16. New Jersey can report four places: Trenton, Elizabeth, Plainfield and New Brunswick where the teaching of German was resumed this year with enrollments of 76, 25, 21 and 51 respectively. In addition to this the little towns of Irvington and East Rutherford whose populations fall below 20,000, both show gains in their German enrollment. But the official ban still rests on the teaching of that language in the great majority of places like Jersey City, Paterson, Camden, Bayonne, Hoboken, Passaic, East Orange, Atlantic City, Perth Amboy, West Hoboken, Orange, West New York and Kearney.

Complete statistics from 9 places: Bayonne, Passaic, East Orange, Perth Amboy, West Hoboken, Orange, Montclair, Irvington and East Rutherford show that the French enrollment has been 2298, 2429 and 2710 for the three years 1920-1923 while that of Spanish is 2285, 2395 and 2637. Apparently then the enrollment in neither French nor Spanish has reached its maximum and the Spanish enrollment more nearly approximates that of the French than anywhere else except New York City. In Massachusetts we found that it was less than 25% of that of the French, in New York State it is about 50%, in Pennsylvania as

we shall see, it is 56% but in New Jersey it is already 94% of the French and the end is not yet in sight.

In the year 1917, according to official statistics, 16939 pupils were studying German in the high schools of New Jersey, 5599 French and 2915 Spanish. In 1921, 164 were still studying German, 16860 were taking French and 10551 Spanish. The total German enrollment in New Jersey to-day, including the city of Newark, does not exceed 767, or between 4% and 5% of what it was in 1917. In no state of the East has such a radical change in the public attitude toward the modern languages taken place as in New Jersey.

In Pennsylvania the Committee sent out circular letters to 30 places and received replies from 22. We have already spoken of the resumption of German instruction in Pittsburgh and Philadelphia. In addition to these German was restored a year ago in the high school of Hazleton where there is now an enrollment of 109 and this fall in Pottsville with an enrollment of 38. Increased enrollment is reported from all places where German was previously taught. Last year the total German enrollment in 7 places was 440, this year the total in 9 places has risen to 856 almost double to which must be added the 700 in Philadelphia already mentioned. No report was received from two places, Erie and Altoona, where German classes were started last year. Furthermore Spanish does not seem to have made as much headway geographically speaking in Pennsylvania as in some other states for six of the places reported, Pottsville, McKeesport, Shenandoah, Nanticoke, Washington and Shamokin have either had no Spanish courses or have dropped them. But there are still several places of importance in the state, like Reading, Harrisburg, Johnstown, Lancaster, Chester, McKeesport, New Castle, Norristown, Shenandoah, Williamsport and Nanticoke where the teaching of German has not yet been resumed and in several of these the official ban has not yet been removed.

For 13 of the 22 places reported we have complete figures for French and Spanish during the three years 1920-23. The total enrollment in French is 4697, 5466 and 5132 for the three years in question. This would seem to indicate that French has reached its maximum enrollment. For Spanish the figures are: 2144, 2881 and 2885 indicating also that Spanish is about at its zenith

this year. The Spanish enrollment in these 13 places is about 56% of the French and over six times that of the German, which is at present 9% of the French.

From Delaware we have one report that German has not yet been reinstated in the schools of Wilmington and from Hagerstown, Md. we learn that no ban exists but no one in the high school elected German last fall. Baltimore and Washington have already been considered among the cities of first importance.

In addition to these 140 places the Committee sent circular letters to 11 of our leading preparatory schools. To date replies have been received from nine: Phillip's Exeter Academy, Phillip's Andover Academy, The Groton School, St. Paul's School (Concord N. H.), the Hotchkiss School, Newark Academy, the Lawrenceville School, the Hill School and Mercersburg Academy. Spanish study does not seem to have grown very rapidly in these private preparatory schools. The Groton School has never introduced that language and at the Hotchkiss School the teaching of it was discontinued this year. In three other schools, Phillip's Exeter, Phillip's Andover and Newark Academies the Spanish enrollment is now smaller than last year. At St. Paul's, Lawrenceville and the Hill School it seems to be at a stand still with enrollments of 44, 101 and 23 respectively this year compared with 42, 104 and 22 last year. In only one school, Mercersburg, has there been a steady increase of enrollment as the figures, 110, 121 and 134 indicate. French seems to have been the language which has profited most from the situation in these nine schools for no radical change has taken place in the German enrollment during the last three years. The total German enrollment for all 9 schools was 350 in 1920-21, last year it sank to 305 while this year it has risen to 330 apparently indicating that German has passed its ebb. In Spanish the total enrollment has been 388, 431 and 393, attaining its maximum last year. On the other hand the total French enrollment for the three years under consideration has been 2514, 2600 and 2494. At the present time, therefore, the Spanish enrollment is about one-sixth and the German one-seventh that of the French in these nine schools which draw students from a very wide area.

The figures are of particular significance to those institutions—like Yale and Princeton—which draw about 80% of their

students from private preparatory schools. They show that the feeling of hostility against the German language has not yet died out among the class of people which patronizes these schools and that no substantial increase in the number of candidates entering college with German can be expected for the next three years. This, in turn, means that upper class courses in German are likely to be very small for some years to come. This year not more than 60, out of a class of 650, entered Princeton with German; at Dartmouth only about 20 offered German in a class of about the same size and at Union College 18 out of 282 offered German for admission.

In last year's report we pointed out the tendency toward a greatly increased enrollment in German beginners' courses in our eastern colleges and universities. This was true not only of Harvard where an elementary knowledge of German is required for graduation but also of such institutions as Columbia, Princeton, the University of Pennsylvania and Wesleyan. This tendency has now become pretty general and much more distinctly marked. Unable to take German in the secondary school students are now compelled to get their elementary knowledge of that language in college, much to the detriment of professional and special studies to which most of their time should be devoted at this stage of their education. Professor B. Q. Morgan of the University of Wisconsin has this year collected statistics from 19 different institutions extending from Massachusetts to California. The total enrollment in beginners' courses at these 19 institutions is this year 3937 compared with 3035 last, a gain of 29% while the total German enrollment in these institutions is 7994 this year compared with 7208 last, a gain of only 18%. In other words there has been a falling off—on the average of over 10%—this year in the enrollment in German courses beyond the elementary, undoubtedly due to the fact that collegiate courses in German are no longer being fed as heretofore from the secondary schools. This situation raises the question whether this shift in the place and time for taking elementary German is permanent or only a temporary phenomenon.

If now, at the end of this rather tedious enumeration, we attempt to draw a summary of the German language situation here in the East we may say that the German enrollment has made

considerable gains since our last report was rendered without gaining the momentum of a general movement. At the beginning of the second term of last year German classes were resumed in the schools of Pittsburgh and Hazleton, Pa. Last September classes were started in the schools of Baltimore, of Philadelphia, in Pottsville, Pa., in Trenton, Elizabeth and Plainfield, N. J., in Meriden, Conn., Pawtucket, R. I., and in North Adams, Mass. As late as last December the teaching of German was also resumed in New Brunswick, N. J., with an enrollment of 51. Moreover there have been considerable gains in enrollment over last year in states and cities where German classes were previously established: a gain of 32% in New Hampshire, 26% in Rhode Island, 28% in Massachusetts and 34% in Connecticut. In New York State it is much larger for the 3 places for which we have figures and in New Jersey German has made some headway when we compare the enrollment of 164 in 1921 with the 767 who are studying German to-day. In Pennsylvania too there has been an advance from 440 in 7 places last year to 856 in 9 places this. Thirteen cities in the second group also show an average gain of 15% in their German enrollment over last year while the gains in the 8 largest cities range from 20% in Boston to 65% in Newark, N. J.

All this is encouraging as far as it goes. But when we compare the German enrollment now with what it was at the opening of the World War, the situation assumes a very different aspect. Where we formerly dealt in hundreds and thousands we are now forced to count in tens and twenties. All things considered it is probable that the German enrollment to-day in the places where German is being taught does not average more than 15 to 20% of the pre-war figures. Moreover to this must be added the fact that there are no fewer than 70 places in our territory with a population of 20,000 and upward where German is not taught at all and in many of which the official ban on the teaching of that language has not yet been removed. When we recall that German was a regular subject in the high school course of study in all these places before the war the magnitude of the loss suffered by German becomes still more apparent.

And this is not all. As the outcome of the situation caused by the war a third foreign language has become pretty firmly

established, in our secondary schools and in many places has, at least temporarily, supplanted German. We have already noted that the enrollment in Spanish ranges from 25% of that of the French in Massachusetts to about 94% in New Jersey while in a city like New York the pupils taking Spanish still outnumber those studying French by about 5000. This establishment of Spanish also means that it will be more difficult for German to get back to pre-war figures. Not only will there be the competition between three, instead of two modern languages, but in those places where German has been entirely eliminated the difficulties of obtaining teachers, arranging budgets, schedules etc. are likely to prove technical obstacles to be overcome before German can be restored to its former position.

I have mentioned all these facts and factors with no view of being discouraging or of drawing pessimistic conclusions but solely for the purpose of impressing upon all the friends of German the seriousness of the present situation. The teaching of German has reached a crisis and there is, at the present time, imperative need that its friends everywhere, non-professional as well as professional, should take an active stand in this matter and see that proper action is taken before it becomes too late.

For if the outlook is far from what we would have it in the East, it is even less encouraging in the Far and Middle West. In California the State Board of Education has not yet abrogated the rule prohibiting the teaching of German in all public institutions of the state below the junior college although several prominent newspapers on the Coast have this year advocated that action. In Indiana the law forbidding the teaching of German in the high schools has not yet been repealed.² While it is true that German is still being taught in the high schools of Chicago and Minneapolis and this year was reinstated in some schools in Detroit, in a number of small places in Michigan and in five towns of Minnesota, nevertheless the Committee in the Middle West after circularizing about 425 places in 8 different states and

² On February 28, after this article had been put into type, the Legislature of Indiana repealed the law prohibiting the teaching of German in the high schools of that state. The vote was 63 to 27 in the House and 30 to 2 in the Senate in favor of the repeal, which was promptly signed by the Governor.

receiving about 150 answers, conclude their report with the following paragraphs:

"With a few refreshing exceptions the replies summarized in the foregoing report, contain unmistakable evidence of a considerable residue of war-time hostility and of continued indifference to the just claims of German in our high school curriculum. Indifference on the part of school authorities and of public in these premises is the more serious of the two difficulties to be overcome. Sporadic reinstatement of German in the high schools have within the current year occurred in the territory covered by our report."

"These are proof of the gradual disappearance of residual prejudice and of a slowly increasing demand for the restoration of German to its rightful place in our high schools. The general increase in the registration for elementary German in colleges and universities of the Central West and South, reported for the years 1921 and 1922, seems, however, proof that the elementary instruction in the language is still largely barred from the high-school where it belongs, and is thus postponed to a date awkward alike for effective results and for the economy of the students' other work."

Princeton University

BALANCE LITERARIO

(Año 1922)

Por M. ROMERA-NAVARRO

EN EL concurso de novelas cortas organizado por el Círculo de Bellas Artes de Madrid, el premio se ha dividido, por partes iguales, entre *El pecado de San Jesusito*, de Francisco Camba, *La barca de Caronte*, del popular novelista Luis Antón del Olmet, *Otra Margarita*, de Federico García Sanchiz, el brillante cronista de la frivolidad, y *La mujer de sal*, de Tomás Borrás, uno de los jóvenes que en la prosa y en el verso, en el teatro y en el periodismo, más rápidamente avanzan a un puesto de distinción. Francisco Camba, cuya novela *La Revolución de Laiño* también obtuvo hace dos años el premio Fasthenrat otorgado por la Real Academia Española, ha publicado además *El vellocino de oro*, bien tramada e interesante novela de la vida de los españoles en América.

Ramón Pérez de Ayala ha sacado a luz *Belarmino y Apolonio*, novela de la existencia provinciana moderna que posee la fuerte originalidad, la observación minuciosa y exacta, el sólido humorismo, las agudas y brillantes paradojas que campean en todas las obras de este autor, pero sin aventajar a *Troteras y danzaderas*, que continúa siendo la más completa y armoniosa de sus novelas. *El alma al diablo* la ha vuelto a dar una vez más Diego San José, cuya modalidad estilística consiste en reproducir con bastante fortuna los arcaísmos y giros de los clásicos. Bajo el título romántico de *El negro que tenía el alma blanca*, Alberto Insúa, hábil siempre en los análisis psicológicos, en los matices y en el arte de narrar, ha escrito una novela eminentemente realista. Casi al mismo tiempo que ésta, se ha puesto a la venta *La virgen paleta*, de Díaz-Caneja, y *El Evangelio del Amor*, de Enrique Gómez Carrillo, que forma el tomo XXV de sus Obras completas, editadas por la Editorial Mundo Latino, de Madrid; Gómez Carrillo, el poeta en prosa, el autor de tantas bellísimas crónicas literarias, cuando hace novelas sigue brillando por el ritmo, la plasticidad y el encanto del estilo, que es lo que también puede decirse de Martínez Sierra en su nueva

obra *El peregrino ilusionado*. Eduardo Zamacois, el introductor en nuestra patria de la novela declaradamente erótica, aunque con cierto sentido artístico, sale ahora con las *Confesiones de un niño decente*, libro de recuerdos y confidencias de la infancia, tomo X de sus Obras completas, editadas por Renacimiento.

Mucho más leída que *Gaviotas y golondrinas*, de Leopoldo López de Sáa, o *El niño de las monjas*, de Juan López Núñez, o *El Marqués de la Quimera*, de Luis Antón del Olmet, lo está siendo *El hombre de la rosa blanca*, de Pedro Mata, quien, por su penetrante observación de la realidad cotidiana, implacable estudio de las pasiones fuertes e interés narrativo, figura a la hora presente entre los más populares novelistas españoles. Azorín, que descuella en la crónica literaria, ha tornado a hacer otra salida al campo de sus fracasos, el de la novela, con *Don Juan*; mayor triunfo representan para Azorín las amenísimas críticas literarias reunidas en el tomo XXVII de sus Obras completas bajo el título *De Granada a Castelar*, aparecido recientemente. Como en sus demás libros de ponderación de valores literarios, Azorín es fino crítico y sorprende a menudo con atisbos certeros; pero junto a ellos, delante y detrás, emite opiniones tan unilaterales y extravagantes que dejan al lector emocionado. Azorín es, además, un ocultista: ve bellezas que no ve nadie, y hace como que no ve las que todos vemos. Antonio de Hoyos y Vinet, que tiene su prestigio en la novela refinadamente artística, a veces maligna, confirmado dentro de este mismo año con *El monstruo*, nos ha dado un libro de crónicas titulado *Las Hogueras de Castilla*, evocaciones y ensayos líricos sobre Toledo, Cuenca, Segovia, Medina del Campo, Avila, Valladolid, Palencia, León, Salamanca, y Oviedo, un "Baedeker espiritual," como lo califica su autor, pero lleno de emoción profunda, de potencia evocadora, escrito en una prosa labrada con primor. Este libro está dignamente ilustrado al agua fuerte por Castro Gil, y editado a la mayor gloria del arte por Víctor Oliva de Vilanova, un industrial que es al par gran artista.

Ricardo León, el novelista español más leído actualmente, según se dice, en la América hispana, el de la prosa rica, castiza y poética, con agradable sabor arcaico, ha imprimido una hermosa novela, *Amor de caridad*; y Pío Baroja, el más apasionadamente discutido de nuestros novelistas, ha sacado a luz una desmayada obra, en la que el escenario impresionísticamente evocado está

bien, y todo lo demás es pueril, *La leyenda de Juan de Alzate*, personaje que como casi todos los de Baroja camina por la novela sin rumbo y sin objeto, lleno de un tedio mortal. La claridad, justeza y proporción que faltan en esta leyenda vasca de Baroja, brillan en el *Alma vasca* de José María Salaverría, que ha publicado al propio tiempo un libro encantador sobre *Santa Teresa de Jesús*. Uno de los jóvenes que ya mantienen el esplendor de la novela en nuestra patria, Rafael López de Haro, ha de figurar en este balance con dos obras, *El más grande amor* y *Pero el amor se va*, puesta a la venta en los últimos días de diciembre. *Farsa y licencia de la Reina castiza* es la obra nueva, con cierto refinamiento perverso, de Valle-Inclán, el peregrino artífice de la forma y de la sensación exquisita; y *La novela de un novelista*, escenas de la infancia y adolescencia del autor, es la última obra del maestro Palacio Valdés, el que entre todos nuestros novelistas de hoy descuella por el conocimiento de los revueltos escondrijos del alma femenina, por las pinceladas de amable humorismo y por el sostenido buen gusto. Blasco Ibáñez, el otro gran maestro, que además de poderoso artista es un águila de la contaduría, ha publicado dos novelas más, *La tierra de todos*, es decir, la Argentina, con la que continúa su serie de novelas americanas, y *El paraíso de las mujeres*, que no es ciertamente el de los hombres, novela de viajes y aventuras.

De las principales obras líricas del año, citaremos el *Cancionero de la vida honda y de la emoción fugitiva*, de Francisco A. de Icaza, el distinguido erudito, en cuyos versos vemos correr pareja la melancolía y una gracia algo irónica; la *Tierra de encanto y maravilla*, es decir, la tierra andaluza, de Francisco Villaespesa, el poeta de la sensualidad delicada, orfebre del verso, lírico excelente en su teatro poético, a quien he visto trabajar los versos con el primor con que se cincela una custodia; *Ars Morendi*, de Manuel Machado, breve colección de poemitas de galana y rica versificación, suavemente tocada de modernismo; *Postineries*, serie de diálogos en verso del pueblo bajo madrileño, de tono humorístico, no faltos de gracejo, escritos en colaboración por dos populares autores dramáticos, Torres del Alamo y Asenjo; *Sin rumbo*, versos en que alienta un vago escepticismo, de Vicente Medina; *Castilla*, leyenda épica de mucho valor poético, donde abundan las descripciones briosamente trazadas, de Eugenio Escribano, con prólogo del

Marqués de Lozoya; *Cantigas de juglerta*, de gran sentido rítmico, de José María Bello; y *Ráfagas de la selva*, versos dignos de nota por su fluidez, colorido y movimiento, de Lope Mateo, prologado por Rodríguez Marín. La casa Calpe ha editado la *Segunda antología poética* de Juan Ramón Jiménez, que aventaja a la mayoría de nuestros poetas clásicos, dentro del género pastoril, en la sinceridad de sus sentimientos y en la verdad de sus descripciones; los poemas de esta antología, escogidos por el autor, dan muestra de todo el curso de su labor desde 1898 hasta 1918.

Mucho más abundante, y más valiosa, que la endeblísima producción lírica del año ha sido la producción dramática, en prosa y en verso. Antes de entrar en ella, señalaremos entre los acontecimientos del mundo teatral los homenajes que se han hecho a la María Guerrero y a Fernando Díaz de Mendoza en casi todas las ciudades que han recorrido con su compañía; el más importante fué la manifestación pública celebrada el domingo 9 de abril en Madrid, a la cual concurrieron todas las representaciones de la vida madrileña, presididas por el Ayuntamiento, que entregó a los artistas el título de hijos predilectos de la villa y corte: solemne ceremonia en la que desfilaron millares de personas ante estos dos grandes artistas que han dignificado la profesión de actor, que han difundido por toda la América española nuestro teatro clásico y moderno, y le han levantado un monumento edificando el Teatro Cervantes, en Buenos Aires.

Faltaba que vinieran a España compañías dramáticas hispanoamericanas que dieran a conocer acá a los autores y actores de ultramar. Y ya hemos tenido la fortuna de que empiecen a venir. En el teatro madrileño de la Zarzuela, donde por varias razones han fracasado en los últimos años todas las compañías y espectáculos, actúa esta temporada con éxito clamoroso y extraordinario la compañía argentina Muño-Alippi; las representaciones se cuentan por llenos, pues todo Madrid está desfilando por la Zarzuela para aplaudir con admiración, y aun con el orgullo que se pone en las cosas propias, a los notables actores argentinos. En sainetes, zarzuelas y leyendas criollas, nos están dando a conocer lo mejor de la literatura dramática contemporánea de la Argentina.

Cerca de doscientas obras teatrales han sido estrenadas en el corriente año. Mencionaremos las más aplaudidas, y también algunas, que no lo han sido, de autores de nota. Ha gustado mucho

La hora mala de Arniches, comedia de costumbres populares, con tipos bien dibujados, con afortunada mezcla de risas y lágrimas, que se estrenó en el beneficio de la admirable actriz Catalina Bárcena, la cual acaba de obtener un triunfo personal en el estreno de otra regocijadísima comedia del mismo Arniches, intitulada *La tragedia de Marichu*. Fué la Bárcena quien también estrenó, a principios de año, la *Santa Isabel de Ceres*, de Alfonso Vidal y Planas, valiente tragedia, llena de sinceridad y de dolor, en que se pinta las vidas oscuras de la calle de Ceres, la calle de más perverso renombre en Madrid; la sinceridad del propósito y la tendencia cristiana han hecho posible que resulte ejemplar, y no escandalosa, su representación ante el público burgués y severo del teatro Eslava. Con *Manolito Pamplinas*, graciosísimo sainete, en tres actos, del ambiente andaluz, se ha dado a conocer en el teatro de la Comedia un autor novel, José María Granada; este sainete, como *El niño de oro*, estrenado hace pocas semanas, con igual entusiasta acogida, son por el estilo de las comedias de los Quintero, aunque dando Granada más ligeramente la nota sentimental. Resalta más esta nota, unida siempre a la exactitud en la pintura de la verdad cotidiana y a la gracia de los dichos y situaciones, en *Constantino Pla y Alfonso XII*, 13, de José Fernández del Villar, otro aventajado discípulo de los hermanos Quintero, el cual acaba de estrenar ahora en el teatro Romea, con lisonjero éxito su tercera obra del año *El clavo*, comedia en la que los valores sentimentales y el elemento cómico, siempre ingenioso y fino en este autor, se equilibran con sumo arte.

Eduardo Marquina, el creador de nuestro teatro poético contemporáneo, de tan pura cepa española, estrenó en el teatro de la Princesa una tragedia en verso titulada *Ebora*, menos afortunada que su obra posterior, *El pavo real*, representado por la Bárcena en el teatro Eslava. *El pavo real* es una producción de ambiente exótico, un ensueño oriental de amor y olvido puesto en acción; en ella está de cuerpo entero la personalidad de Marquina, como poeta y como hombre de teatro. También ha dado al español una refundición de *La niña de Gómez Arias*, de Calderón, y ha traducido del catalán, en verso castellano, la tragedia en tres actos del insigne Guimerá *Rey y Monje*, que la casa Reus acaba de poner a la venta. Entre los cultivadores de este teatro poético, figura Luis Fernández Ardavín, autor de *La dama del armiño*, hermosa obra estrenada en

el teatro de la Princesa por la compañía Guerrero-Mendoza, quienes le han estrenado además a fines del año, con menor éxito, *El doncel romántico*, calificada por su autor muy acertadamente de folletín escénico. Fernández Ardavín aspira a hacer un teatro mixto de naturalista y poético, con la elevación lírica de los románticos y el realismo y exactitud con que vemos la vida moderna. Tiene preparada para la compañía de Borrás, que todavía no ha inaugurado su temporada en Madrid, *El bandido de la Sierra*, y prepara en colaboración con Marquina una obra, aun sin título, cuya acción se desarrolla en el siglo XVIII, para la compañía de Carmencita Oliver Cobeña. Otros autores que estrenarán obras en verso, en breve, son Joaquinito Dicenta, al que la Guerrero va a representar *Leonor de Aquitania*, y Sotomayor, autor novel, que estrenará *La Seca* con Borrás. El verso, con las producciones de nuestros grandes maestros del siglo de oro, y de algunos modernos, especialmente se cultiva, como otros años, en el teatro Español, por la compañía de Ricardo Calvo, nuestro mejor recitante del verso.

Linares Rivas, que en un tiempo pudo hombrearse con Benavente, sigue de capa caída con los tres estrenos de este año: *Almas brujas*, en la Princesa, *Lo pasado, o concluido o guardado*, en el Rey Alfonso por la compañía de Paco Alarcón, y *Como Dios nos hizo*, en cuyo estreno en el teatro del Centro, por la compañía Alba-Bonafé, se acaban de escuchar cortésmente los dos primeros actos y con conatos de protesta el acto último; es comedia de escaso asunto, lánguida acción y excesiva superabundancia de diálogo. Tampoco ha sido del agrado del público, en el mismo teatro, ni de los críticos, *Las vueltas que da el mundo*, de los hermanos Quintero, comedia falta de interés y novedad, aunque abunda en rasgos de sutil ingenio. En cambio, han escuchado muchos aplausos en la representación de las siguientes piececillas: *La quema*, en el Español, *El cuartito de hora*, en Lara, *Las benditas máscaras* y *Cabellos de plata*, en el Centro, representadas, respectivamente, en las funciones de beneficio de la Gámez, la Membrives, la Ladrón de Guevara y la Irene Alba.

Realística y graciosa presentación de los amores de una muchacha romántica y un galán ingenioso es la comedia *Las de Ulloa*, firmada por "Jaime Zaragoza," seudónimo del conde de Coello de Portugal, estrenada en el teatro Lara. De rebosante gracejo son

Los frescos, de Muñoz Seca, que una vez más saca a escena este tipo del "fresco," de frecuente aparición en su teatro. Sus "astrakanadas" (comedias faltas de observación, donde la verosimilitud, el buen gusto y el arte se sacrifican voluntariamente al triunfo de la risa) llenan de gente los teatros, y de indignación a los críticos. De este género del "astrakán" suelen ser igualmente las comedias del fecundo escritor Antonio Paso, que ahora ha estrenado en el teatro Cómico una comedia de magia con ilustraciones musicales del maestro Roig, titulada *El cerdo de Avilés*.

En cuanto al ilustre Benavente, recipiendario este año del premio Nobel, continúa en silencio; desde hace dos años, Benavente no estrena ni colabora en la prensa. Al presente anda por tierras de América, como director artístico de la compañía de la Membrives.

El género chico, nuestra castiza zarzuela, está en visible decadencia, y desde el estreno de *La canción del olvido*, hace más de dos años, no ha producido una sola obra de positivo mérito. Su cultivo se ha relegado, en Madrid, a dos o tres teatros de segundo orden. En cambio, en la llamada "catedral del género chico," el teatro Apolo, sigue poniéndose esta temporada, así como en el Reina Victoria, la revista musical de gran espectáculo; y la obra de este género más lujosamente presentada y que más está llamando la atención es el *Arco Iris*, en el primero de dichos teatros.

Y para terminar este ligero balance del año literario, señalaremos la aparición de dos obras de interés general, el tomo XIV, fin y apéndices, de la *Historia de la lengua y literatura castellana*, de Julio Cejador, en la cual recoge como una draga lo grande y lo chico, y precisamente por esto obra valiosa. No le falta al autor ni buen juicio, ni sólida cultura, ni castizo y brioso estilo. Aunque, debido a su entusiasmo, habría que recordarle alguna vez, como Sancho a Don Quijote, que no son gigantes sino molinos de viento, Cejador trata de hacer justicia a sus autores: cosa que no puede decirse de los críticos de Cejador. La otra obra que hemos de mencionar es la *Historia de la literatura española*, de Hurtado y González Palencia, ambos de la Universidad de Madrid, libro orientado a la moderna, con abundante y apropiada cita de pasajes de los textos, de sobria y razonada crítica; la bibliografía nos parece la más completa y valiosa hasta ahora aparecida; lamentable es que un mismo escritor-aparezca tratado en diferentes secciones, en

vez de enfocar en una, conjuntamente, su labor total, y lamentable asimismo la brevedad y precipitación con que están escritas las últimas sesenta u ochenta páginas.

University of Pennsylvania

Madrid, Diciembre de 1922.

Notes and News

SUMMER SCHOOLS ABROAD

Summer is coming on apace and a great many teachers are making plans for study during the vacation period. Almost every day the Managing Editor receives bulletins and announcements of interesting courses which will be conducted for the benefit of teachers in some foreign country, and a brief summary of these announcements is here submitted in the hope that they may be of service.

The Comité des Voyages d'Etudes en France has arranged an attractive program of vacation courses at the Universities of Paris, Nancy, Strasbourg, Besançon, Dijon, Grenoble, Clermont-Ferrand, Tours, and Toulouse. It is planned that members of the party will sail from New York about July 1st, and students will choose one of the above named universities for courses conducted during a period of about a month on literary and historical subjects, grammar, phonetics, composition and practical exercises. The Comité will find suitable private families or pensions and has planned a number of interesting excursions at each center. All members of the party will then meet in Paris about August 20th for a special course of two weeks at the Sorbonne and will return to New York on or before September 10th. Further information may be secured from the Director, Dr. J. J. Champenois, 1819 Broadway, New York City.

Middlebury College announces this year a section of its French School at Paris from July 16th to August 14th.

The twelfth summer session of the Centro de Estudios Históricos, an official institution of the Ministry of Public Instruction and Fine Arts, with the co-operation of the University of Madrid and other centers of learning, will be held this year at Madrid from July 9th to August 4th. In addition to lectures of a general character which will be given by some well-known scholars, such as Ramón Menéndez Pidal, José Ortega y Gasset, Felipe Morales de Setién, Tomás Navarro Tomás (ten lectures on phonetics), and special courses on the Contemporary Spanish Novel, Modern Spanish and Spanish-American poets, Intonation in the Spanish Language, Spanish Popular Music, and Commercial Spanish, there will also be practical classes in syntax, composition, dictation, phonetics, etc. This year's session is under the supervision of Spain's greatest scholar, Ramón Menéndez Pidal, and

is under the immediate direction of Tomás Navarro Tomás whose important work in Phonetics is familiar to all teachers of Spanish. For further information, address Professor Joaquín Ortega, University Club, Madison, Wisconsin. Professor Ortega will also give information concerning a personally conducted party which has been organized by the Instituto de las Españas with attendance at the summer session of the Centro de Estudios Históricos as the principal objective.

The College of the Pyrenees announces its second summer session at Barcelona under the direction of Miss Carolina Marcial-Dorado, Barnard College, New York City, and with the co-operation of members of the Faculty of the University of Barcelona. Courses will be offered on History of Spanish Literature, Spanish Art, Contemporary Literature, Spanish-American Civilization, Commercial Spanish, Pronunciation, Conversation and Methods of Teaching, and interesting excursions have been arranged. Further information may be secured from Miss Marcial Dorado, 604 W. 115th St., New York City.

Middlebury College will conduct a section of its Spanish School this summer at Granada under the direction of Professor César Barja and with the co-operation of the University of Granada. Classes are planned on phonetics, various aspects of Spanish literature, grammar, art and music. Further information may be secured from Professor J. Moreno-Lacalle, Middlebury College, Middlebury, Vt.

The Spanish School of Washington offers an educational trip to Spain combined with a four weeks' course in the University of Seville. The trip is in charge of Mr. R. Granados, 1317 F Street, N.W., Washington, D. C.

A summer session will again be conducted at the Universidad Nacional de Mexico. For further information address Professor G. M. Pattison, College of William and Mary, Williamstown, Va.

The University of Porto Rico at Río Piedras announces a summer session from July 9th to August 18th, with courses on the literature of Spain and Spanish-America, phonetics, language, and history of Spanish-American countries. Additional information may be secured from Miss Josephine W. Holt, City Normal School, Kensington and Belmont Avenues, Richmond, Va.

AMERICAN UNIVERSITY UNION IN EUROPE

The American University Union in Europe has published a pamphlet which is an important record of the splendid work being done by the Union in Europe and which also contains valuable information for those who are planning to spend some time in Paris. The Union is in a peculiarly favorable position for giving assistance to American students in Paris and the report gives ample evidence that full advantage is being taken of these

opportunities for usefulness. A total of 1,348 students registered at the Union last year represented 174 American educational institutions.

Professor Paul van Dyke, Director of the Continental Division, writes as follows regarding the relations of the Union with French institutions: "The hospitable attitude of all French Educational authorities continues to be very marked. The Office National des Universités et Ecoles Françaises renders inestimable services to us and to American students for whom we seek their help and advice. The Chiefs of the Bureau des Renseignements of the University respond with the greatest kindness to the calls made upon their time and patience by unusual cases of American students and the Rector loses no opportunity to show his friendship for the Union. We have again had the pleasure of receiving the Rectors of the Provincial Universities at a little reception *intime* on the occasion of their visit to Paris for common counsel. In all French Universities serious American students find the same kindly and friendly hospitality. The grateful reports in person or by letter we have received from American students cover all of them." . . . "At the request of the Union the Rector of the University of Paris has appointed three advisers for American students; Professor Collinet in Law, Professor Cestre in Letters and Professor Caullery in Sciences. All of these gentlemen have been in America and speak English. They hold themselves in readiness to give general advice in regard to courses to be taken in Law, Letters and Science."

Professor van Dyke also speaks as follows concerning the development of French studies in the United States:

"In the year 1917 there suddenly began in the United States an enormous increase in the number of students in French, not only in our colleges but also in our schools. To take an example, in the high schools of the State of New Jersey there were in 1916-1917 5,599 students of French, 2,916 students of Spanish, and 16,939 students of German. In 1920-1921 there were 16,900 students of French, 10,551 students of Spanish, and 164 students of German. Somewhat similar shifts have taken place in most of the States of the Union. Professor Hugh Smith, Chairman of the Department of Romance Languages in the University of Wisconsin, calculates that there are at the present time more than 500,000 students of French in the United States. Now the nature of the instruction in French given to the pupils in our high schools is of the greatest importance to the Paris branch of the American University Union because among these students are to be found large numbers of its future clients, and an enormous possibility for increasing that mutual understanding and friendship among nations which it is the ultimate object of the Union to promote. To learn a foreign language does not simply mean learning another

way to ask in a restaurant for what English speaking people call fried potatoes; nor even simply to be able to explain to a possible new customer who does not understand English, the price and conditions of receiving a consignment of American pocket knives. A new language ought to mean the breath of a new atmosphere, the opening out of a broader horizon, some knowledge of a life, a history, an art and a literature different from our own. It is an advantage of the study of modern languages that they are still spoken and written, that they not only record, but are also expressing the thought and life of a nation. But in what sense is French a living language to those who have only learned it from books, who have never been in France nor had the smallest contact with French life? And how much must a teacher of French who has never seen France be handicapped in the effort to make the French tongue living to his pupils? Yet two of my friends have reached the conclusion after a careful consideration of the facts that less than one-third of the teachers of French in a state whose public school system ranks high on the list have ever been in France. In French schools no teacher of a foreign language is appointed unless he has spent some time in the country whose language he teaches. Such a rule would be too strict for America at the present moment. But it ought to be recognized that a stay in the country whose language he teaches is as necessary a part of the training of a good teacher of a foreign language as the use of a laboratory is for the training of a good teacher of science.

"Among the pleasantest of the Director's experiences during the past year have been the conversations with teachers of our public schools who have obtained leave of absence and come to France for a year, spending their own savings in order to improve their teaching of French. It seems that such action ought to be facilitated in every way by all school authorities of every grade, and that it ought to be clearly recognized that a year spent in France is a necessary part of the training of every thoroughly equipped teacher of French."

SURVEY OF FRENCH AND SPANISH TEXTS

Five years ago Professor Van Horne published in the *MODERN LANGUAGE JOURNAL* a study of the French and Spanish texts used in colleges. Since that inquiry was made, many important books have been edited and Professor Van Horne has consented to make another inquiry which will include texts used in schools as well as in colleges. He plans to sent out questionnaires in the month of April and it is hoped that all who receive these will co-operate with Professor Van Horne by replying promptly to his questions. It is our desire to publish the results of this study in the early fall numbers of the *JOURNAL*.

ANNUAL MEETING OF THE ASSOCIATION OF MODERN
LANGUAGE TEACHERS OF THE CENTRAL WEST AND
SOUTH

This meeting will be held in Chicago on May 10th and 11th, 1923. On the general program there will be addresses by Professor Starr Willard Cutting, Mr. Mortensen, Superintendent of Schools in Chicago, and Professor D. H. Carnahan.

Miss Josephine Allin will preside over the French section. One feature of this program will be demonstration work by pupils from the University of Chicago High School.

Professor J. D. Deihl will preside over the German section. On this program Professor A. R. Hohlfeld will give a survey of conditions in German schools, which he has recently made.

Professor C. D. Cool promises an attractive and instructive program for the Spanish section.

Teachers cannot do better than spend this week-end in Chicago, where on Thursday and Friday they may also attend the Annual Conference with Secondary Schools of the University of Chicago at the University of Chicago.

C. H. HANDSCHIN, *Secy.*

NOTICE OF TEACHER-PLACING SERVICE

The Executive Committee of the National Federation has decided that, owing to frequent requests on the part of teachers for aid in securing positions, and requests of school officials for suitable teachers, it will attempt, on a modest scale, to facilitate such business.

Teachers of modern languages who desire positions are hereby invited to send to the undersigned (1) a record of training and teaching to date; (2) recommendations; (3) statement of kind of position desired, including locality preferred, and salary expected; (4) a recent photograph.

School officials are invited to send their requests to the undersigned also.

This service will be gratis, unless telegrams are sent, in which case, the teacher will be billed for this expense.

C. H. HANDSCHIN, *Secretary.*

Oxford, Ohio

This brief announcement represents a sincere desire on the part of the Executive Committee, and especially of Professor Handschin, to render an important service to modern language teachers who contemplate a change of position. It is our hope that both teachers and school officials will co-operate in making this experiment a success.

MODERN LANGUAGE STUDY IN THE HIGH SCHOOLS OF LOS ANGELES

The Board of Education of the High Schools of the City of Los Angeles employed Dr. Franklin Bobbitt of the University of Chicago to cooperate with the teachers in a thorough revision of the curricula of our secondary schools. The work was begun a year ago and was actively pushed for three months under his personal supervision. A committee on Modern Languages was set to work to study the situation and to outline objectives which were to be subjected to experimentation running through the present school year. Dr. Bobbitt has returned for another three months of supervised study and it is hoped that the revised curricula will be ready for further experimentation and testing at the beginning of the next school year.

A series of thirty five assumptions were first presented as a tentative guide in the determination of objectives. Whether these assumptions were a true interpretation of Dr. Bobbitt's attitude toward the teaching of modern language, or whether they were given in order to provoke a more earnest inquiry, I do not know, but it was immediately evident that the whole department was stirred by what seemed a hostile attack. However, the investigation proceeded without acrimony and the stirrings of the troubled waters had a salutary effect. Instead of attacking the statements made by the expert, the committee has prepared a set of assumptions that are not defensive nor offensive, but constructive, and they are now working on a series of objectives which should prove to be a very sufficient basis for the building of an outline of study for French and Spanish in our high schools which will be a great advance over anything which we have had hitherto. In view of the real lack of a presentation of facts, the value of the teaching of foreign languages in secondary schools has been overlooked or slighted and those of us who are interested in defending the cultural value of the work we are doing will read with interest these assumptions and use them in defense of the work of our department.

ASSUMPTIONS UNDERLYING THE STUDY OF MODERN LANGUAGES

1. There are citizens of Los Angeles who do and would profit by the study of French.
2. There are even more citizens of Los Angeles who do and would profit by the study of Spanish.
3. There are students of French and of Spanish at present occupied in learning these languages who would better turn their attention to other subjects.
4. There are students who would profit by the study of foreign languages other than those at present included and taught in our course of study.

5. The expressed wishes of taxpayers—parents of pupils now in school—indicate that the ability to speak and write French and Spanish is to be desired.

6. The study of French and Spanish is cultural to the same extent as music and art.

7. Taxpayers are willing that cultural subjects be a part of the course of study.

8. Only the children of wealthy parents have an opportunity to learn to *speak* a foreign language under private instruction or in a foreign country. The children of the poorer citizens should not be deprived of the best available means of learning the same foreign tongues.

9. The language-training staff of American schools should have such training as will enable them to develop satisfactorily the four-fold language ability in their students of French and Spanish.

10. The language-training staff of American schools should be given, or should provide for itself, opportunity for study and practice in the country or countries where French or Spanish is the native tongue.

11. The value of effort in the learning of a foreign language is not to be underestimated.

12. The study of a foreign language may be made as interesting as that of any other subject.

13. To thoroughly understand a language in a school course, attention must be divided between reading, writing and speaking.

14. The foundation of all language is vocabulary.

15. Conversation, writing and reading progress in proportion to the size of the vocabulary definitely acquired.

16. Correct pronunciation of a minimum vocabulary should be insisted upon.

17. The content of a foreign language course should vary according to the location of the schools in which it is taught.

18. The content of a foreign language should vary according to the mental maturity of the pupil.

19. Guidance in the selection of the reading material in a foreign language is more essential than the mere reading of the native tongue.

20. The amount of class-room time allotted for language study should be increased.

21. The ability aimed at is not always attainable, due among other things to the present wide variation in student ability. (The compulsory education laws are largely responsible for this situation.)

22. Language is to be taught with the idea that real use is to be made of it.

23. Credit should be given for reading and for efforts at conversation outside of the class-room.

24. A student of foreign language would profit by reading history, etc., in a foreign language.

25. A student who has shown interest and ability in a foreign language should be provided with the opportunity to continue his study through all the years of his high school course. In many schools this opportunity is not provided at present, due to legal restrictions.

26. Full comprehension of reading matter is more quickly attainable through concentration on a fixed vocabulary than on imperfect understanding of many pages.

27. Composition serves as an aid both to full comprehension of reading matter and to conversation.

28. Technical grammar is of particular value in learning both to read and to speak a language.

29. Owing to the complexity of program making, two foreign languages are as many as are feasible for a given student. Masterpieces of other foreign literature should be read in connection with the study of English.

Signed by the committee which is composed of six teachers from the French and six from the Spanish department. They have been working under the immediate direction of Mr. Carleton A. Wheeler, Supervisor of Modern Languages.

A list of objectives for the direction of pupil activities is being prepared and every item in the course of study will be subjected to examination in order that the modern language department may not fail in any way to measure up to the aims and ideals of any other department in the education of our pupils. When their work is completed, it will be well worth studying.

C. SCOTT WILLIAMS

Hollywood High School

NEW MAPS OF GERMANY FOR THE CLASS ROOM

With the return of German instruction in school and college, the question of a new up-to-date map of Germany becomes a very important one, as it is agreed that the French, German and Spanish class rooms should be furnished with wall maps of the respective foreign countries. Before the war the best wall map of Germany for class use was Gaebler's *Deutschland (politisch.)* Geographisches Institut, Leipzig. Massstab 1: 800000; size 72+80 inches. It showed the different German states in different colors, thus impressing the fact on the students that Germany is a federation of states. There were only a limited number of cities printed on it and it contained no unnecessary detail. On the side it had a separate small map of the many small Thuringian Duchies and students could see what Germany might have looked like, if Napoleon and the treaty of Vienna in 1815 had not reduced the three hundred and odd little states of the eighteenth century to a few large ones.

There is no large wall map available just now which is up to date and which could be compared in usefulness with Gaebler's Germany. Of course, several new wall maps have been printed; they are very large and seem to contain every little railroad station in Germany. No doubt they are most helpful to the station agent, as an index comes with them, but they are useless for the class room.

However, the German classes are apt to be small just now and there are several good smaller maps to be bought. The best, as far as paper and print are concerned, is Velhagen and Klasing's *Neue Hand- und Wandkarte des deutschen Reiches und der Nachbargebiete*. Juni 1919. Massstab 1-2 Millionen. The size of the actual map is 28×30 inches. The former kingdoms and the larger states have different colors; it shows the old and the new boundaries very clearly, the occupied territory is dotted, the plebiscite area is marked, the map is well printed with no unnecessary detail and it has a clear and useful legend. The price is about \$1.

Another map of about the same size, but less expensive is Flemings' *Generalkarte, N. 10, Deutschland*. Massstab 1-2000, 000. It is a good map, but it has more details; it does not give the different German states in different colors and it is not printed as clearly as Velhagen and Klasing's map.

The largest of the small wall maps is Mittelbach's *Neueste Hand- und Eisenbahnkarte. Das neue Deutschland mit den neuen Grenzen*. Massstab 1-5000000. It is a very good railroad map and it has a great many details. It is printed on very poor paper, but it costs very little, only about 50 cents.

In spite of the fact that Velhagen und Klasing's map was printed before the conference of London and therefore shows Upper Silesia as plebiscite area, it is by far the best for class use, owing to its clearness and good color scheme.

Until good large wall maps are available, these smaller ones will do very well. However, it is not difficult to bring the old wall maps up to date. Any student or teacher who knows how to use water colors or colored crayon can copy the new frontiers from a new map and mark them clearly on the old one. The Polish corridor and Alsace-Lorraine must have a different color from the rest of Germany. Any student who does that work will be sure to know afterwards the geographic changes which the treaty of Versailles has caused in Germany.

L. L. STROEBE

Vassar College

NEBRASKA

At a meeting of the Modern Language Association of Nebraska, held at Omaha on January 19th, the following officers were elected:

President, Miss Alma Hosic, State Teachers' College, Kearney;
Secretary, Miss Ella L. Phelps, Central High School, Omaha.

OKLAHOMA

A Conference of Modern Language Instructors was held at Oklahoma, Okla. in connection with the Convention of the Oklahoma Educational Association on February 9th. The meeting was presided over by B. A. Chambers, Okmulgee, and the Secretary was Miss Gladys Barnes, University of Oklahoma, Norman. The following papers were read: "People and Customs of South America," Superintendent Ray Burns, Fort Cobb; "Modern Language Teaching in Germany," Miss Lyons, University of Oklahoma, Norman; "Modern Language Teaching in Spain," A. A. Arnold, A. and M. College, Stillwater; "Teaching of French Pronunciation in the American Schools," Miss Fannie A. Baker, Northeastern State Teachers' College, Tahlequah; "Report of Committee on State-wide Co-operation in Modern Language Teaching," Dr. R. T. House, University of Oklahoma, Norman; and "Report of Course of Study Committee," Miss Blanche Hannah, Central High School, Tulsa.

MISSOURI

The University of Missouri has increased its registration in the Romance department. There are six hundred students taking French this year, and the same number taking Spanish. Twenty five students are registered in Elementary Italian; approximately fifteen have registered for the Intermediate Italian.

There are at present thirteen members in the Romance faculty. Five new members have come in this Fall; Maurine Mays, Wm. Marion Miller, Mrs. Max Meyer, as graduate assistants; Bredelle Jesse as assistant professor; Albert Edmund Trombly as professor and chairman of the department.

At Lindenwood College the department of Romance Languages has shown a steady increase. Courses are given in French, Spanish and Italian by four teachers. The classes this year are limited to a maximum of fifteen, and results seem to justify the innovation. "Le Cercle Français" and the Spanish Club both meet twice a month. "Le Cercle Français" is going to put on "Le Malade Imaginaire" which is scheduled for the fifteenth of February. As this is the first time that a French play has ever been given at Lindenwood, there is considerable interest and curiosity concerning it.

At Stephens College, Miss Whitaker takes charge of the French work. She comes to Stephens after two years work at the Sorbonne, and takes the place of the former chairman of the department who in turn goes to Vassar as assistant professor of French.

The registration in this department remains about the same as last year, with the exception of the advanced courses in which an increase is shown.

At La Grange College there is an increase in the French enrollment and a large increase in the Spanish work. A French play—"L'Anglais tel qu'on le parle" will be given by the French Club about the middle of March.

IRVIN S. GOODMAN

La Grange College

Reviews

DANTE ALIGHIERI, LA VITA NUOVA. Edited with introduction, notes, and vocabulary by KENNETH MCKENZIE, Professor of Romance Languages in the University of Illinois. Boston, D. C. Heath & Co., 1922.

This edition brings the *Vita nuova* for the first time within the intellectual range of an American college class. There are admirable Italian editions, but their masses of annotation, in themselves forbidding to the American undergraduate, leave many of his linguistic difficulties unsolved, and carry much detail in which he finds no interest. Professor McKenzie's notes and vocabulary will equip the American student to meet the linguistic difficulties; and the notes, while very full, are either necessary for the sake of elucidation, or else lead the way into interesting allied regions of thought or poetry. The book will most often be used, presumably, in the second year of the study of Italian. With an exceptionally well qualified class, it might be used at the end of the first year.

The text is the standard text of Barbi. As the notes are grouped in the latter part of the book, the pages devoted to the text itself are free, and the development of a sense of the continuity and the artistry of the work is thus encouraged.

The development of that sense is somewhat hindered, I think, by the typographical prominence given to the traditional (but not Dantesque) division into numbered sections. The section numbering is justified only as a matter of convenience in reference, and should not be emphasized.

There is, on the other hand, a real division of the book into three parts, due to Dante himself, which no editor, so far as I know, has yet recognized typographically: the division (mentioned by Professor McKenzie in his notes) marked by the use of the words *nuova materia*, whereby the first part ends with the

analysis of the sonnet *Spesse fiato*, and the third begins with the words *Quomodo sedet sola civitas*. This division seems to me well nigh as important for the *Vita nuova* as the division into the three *cantiche* is for the Divine Comedy.

The Introduction, Bibliography, and Notes manifest a thorough control and a discriminating use of earlier editions and discussions of the *Vita nuova*. Professor McKenzie does not enter at length into the many debates concerning the *Vita nuova*. He does indicate the existence of the main problems. His own opinions, so far as he gives judgment, are conservative. Even those who may disagree with him in one point or another will recognize that in every case, or nearly every case, there is weighty reason on his side.

I should have been glad to see an even greater emphasis on the striking difference in character between the poems included in the *Vita nuova*—relatively simple and straight-forward in tone—and the later tense and spiritualized prose in which they are set. In my own Dante course I have my students read the entire series of poems (together, with some not included in the *Vita nuova*) before they look at the prose at all; and I think this method leads to a truer understanding of the real nature both of the poems and of the little book as a whole.

The *canzoni* *Voi che 'ntendendo* and *Amor che nella mente*, by the way, are almost certainly contemporary with the five sonnets of the *Gentile donna* episode, and are therefore almost certainly prior to the composition of the prose of the *Vita nuova*—not later, as is stated in the Introduction (page xviii).

The proof of the book must have been read with extraordinary and most praiseworthy care. I have not noticed a single typographical fault of any real importance.

Two illustrations are included, Ruotolo's bust of Dante as a frontispiece, and Holiday's "Meeting of Dante and Beatrice" just before the text. Surely Giotto's Dante, familiar as it is, would have been far more appropriate in an edition of this youthful work than the frown of Ruotolo's haggard hell-visitant. And the Holiday is commonplace beside such a work as Rossetti's "Dream of Dante," which Professor McKenzie himself rightly terms the finest of the paintings inspired by the *Vita nuova*.

The book is very welcome. Through it the remote yet permanent beauty of the *Vita nuova* will find its way into many modern minds and hearts. And of the *Vita nuova* one may truly say, even as Guinizelli said of his lady:

Medesmo amor per lei raffina miglio.

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